1st Grade – UNIT 1

ELA KCAS	RL.1.1: Ask and answer questions about key details and events in a text.
	RI.1.1: Ask and answer questions about key details in a text.
	W.1.7: Participate in shared research and writing projects.
	SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	L.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	L.1.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words.

	RF.1.2. 3. Know and apply grade-level phonics and word analysis skills in decoding words.
	      a. Know the spelling-sound correspondences for common consonant diagraphs
	      b. Decode regularly spelled one-syllable words.
	      c. Know final –e and common vowel team conventions for representing long vowel sounds.

	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
	      c. Use context to confirm or self-correct word recognition and understanding,
	      re-reading as necessary.

	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	      a. Print all upper and lowercase letters
	      h. Use determiners (eg., articles, demonstratives).

	L.1.2 b: Use end punctuation for sentences, including periods, question marks, and exclamation points
	L.1.2d: Use conventional spelling for words with common spelling patterns and for common irregular words
	L.1.2e: Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions
	SL.1.6: Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future
	SL.1.2: Confirm understanding of information presented orally or through media be restating key elements and asking and answering questions about key details
	W.1.5: With guidance and support from adults, add details to strengthen writing as needed through revision
Math KCAS	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. (Introduced numbers to 10) 1.OA.3: Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative

	property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.3: Apply properties of operations as strategies to add and subtract. 1.OA.5: Relate counting to addition and subtraction (e.g. by counting on 2 to add 2). 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
Math Targets	Big Idea: Count and compare numbers to 10. Targets: Lesson 1: •I can count from 0 to 10 objects. •I can read and write 0 to 10 in numbers and words. Lesson 2: •I can compare two sets of objects by using one-to-one correspondence. •I can identify the set that has more, fewer, or the same number of objects. •I can identify the number that is greater than or less than another number. Lesson 3: •I can make number patterns. Big Idea: Number bonds can be used to show parts and whole. Targets: Lesson 1: •I can use connecting cubes or a math balance to find number bonds. •I can find different number bonds for numbers to 10. **Big Idea:** Addition can be used to find how many in all. **Targets:** **Lesson 1:** • I can count on to add. • I can use number bonds to add in any order. • I can write and solve addition sentences. **Lesson 2:** • I can tell addition stories about pictures. • I can write addition sentences. **Lesson 3:** • I can write addition stories. • I can solve real-world problems.

1st Grade – UNIT 2

| ELA | RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.
RI.1.2: Identify the main topic and retell key details of a text.
RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5(b): Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
RF.1.1. Demonstrate understanding of the organization and basic features of print.
      a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
      b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1. 3. Know and apply grade-level phonics and word analysis skills in decoding words.
      d. Know the spelling-sound correspondences for common consonant diagraphs
      e. Decode regularly spelled one-syllable words.
      f. Know final –e and common vowel team conventions for representing long vowel sounds.
      g. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
      a. Read on-level text with purpose and understanding.
      b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
      c. Use context or self-correct word recognition and understanding, rereading as necessary.
L.1.1 Demonstrate command of the conventions of standard English grammar and usage
      a. Print all upper- and lowercase letters.
      j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

	b. Use end punctuation for sentences.
	d. Use conventional spelling for words with common spelling patterns for
	     frequently occurring irregular words.
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling
	     conventions.
	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	  o Follow agreed upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under discussion)
	  o Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
	  o Ask questions to clear up any confusion about the topics and texts under discussion.

Math	1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking from, putting together, taking apart, and comparing with unknowns in all positions. 1.OA.1: Understand subtraction as an unknown-addend problem. 1.OA.5: Relate counting to addition and subtraction. 1.OA.6:Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. 1.G1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes. 1.G.2: Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. 1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words, halves, fourths, and quarters, and use phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
Math Targets	Big Idea: Subtraction can be used to find how many are left. Targets Lesson 1: • I can take away to subtract. • I can count on to subtract. • I can count back to sub tract. • I can use number bonds to subtract. • I can write and solve subtraction sentences. Lesson 2: • I can tell subtraction stories and pictures. • I can write subtraction sentences.

Lesson 3:
- •   I can write subtraction sentences.
- •   I can solve real-world word problems.

Lesson 4:
- •   I can recognize related addition and subtraction sentences.
- •   I can write fact families.
- •   I can use fact families to solve real-world problems.

Big Idea: Explore, identify, and compare plane and solid shapes in patterns and in the real world.

Targets
Lesson1
- •   I can identify, classify, and describe plane shapes.
- •   I can make same and different shapes.

Lesson 2
- •   I can identify, classify, and sort solid shapes.

Lesson 3
- •   I can combine and separate plane and solid shapes.

Big Idea: Numbers and words can be used to describe order and position.

Targets:
Lesson 1:
- •   I can use ordinal numbers.

Lesson 2:
- •   I can use position words to name relative positions.

1st Grade-UNIT 3

ELA	RL.1.3: Describe characters, settings, and major events in a story, using key details.
	RL.1.2: Retell stories, including key details, and demonstrate understanding of the central message or lesson.
	RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.1.2(b): Use end punctuation for sentences.
	RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
	RF.1.4(b): Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	R.F.1.1a: Demonstrate understanding of the organization and basic features of print.
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	R.F.1.1a: Demonstrate understanding of the organization and basic features of print.
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	R.F.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
	R.F.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	R.F.1.3
	a.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
	b.Decode regularly spelled one-syllable words
	c.Know final -e and common vowel team conventions for representing long vowel sounds.
	g. Recognize and read grade-appropriate irregularly spelled words
	R.F.1.4
	a.Read grade-level text with purpose and understanding.
	b.Read grade-level text orally with accuracy, appropriate rate, and expression
	c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	L.1.1
	a.Print all upper- and lowercase letters.
	j.Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	L.1.2

	d.Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e.Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Math	1. NBT.1: Count to 120, starting at any numbers less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 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: 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 tens (and 0 ones). 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 <. 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. 1.OA.4: Understand subtraction as unknown-addend problem. 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
Math Targets	Big Idea: Numbers and words can be used to describe order and position. Targets: Lesson 1: • I can use ordinal numbers. Lesson 2: • I can use position words to name relative positions. Big Idea: Count, compare, and order numbers to 20. Targets: Lesson 1: I can count on from 10-20. I can read and write 11 to 20 in numbers and words. Lesson 2: I can use a place-value chart to show numbers up to 20. I can show objects up to 20 as tens and ones. Lesson 3: I can compare numbers to 20. Big Idea: Different strategies can be used to add and subtract. Targets Lesson 1 • I can use different strategies to add 1- and 2-digit numbers.

	Lesson 2 • I can subtract a 1-digit and 2-digit number with and without regrouping. Lesson 3 • I can solve real-world problems.

1st Grade – UNIT 4

ELA	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RI.1.8: Identify the reasons an author gives to support points in a text. W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5 (d): Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, [and] scowl). SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. R.F.1.1a: Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). R.F.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends R.F.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). R.F.1.3 a.Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b.Decode regularly spelled one-syllable words c.Know final -e and common vowel team conventions for representing long vowel sounds. g. Recognize and read grade-appropriate irregularly spelled words R.F.1.4 a.Read grade-level text with purpose and understanding. b.Read grade-level text orally with accuracy, appropriate rate, and expression c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.1.1 a.Print all upper- and lowercase letters. j.Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2 d.Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e.Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Math	1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object. 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.

	1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. 1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
Math Targets	Big Idea: Compare the height and length of things. Measure with non-standard units to find length. Targets: Lesson 1: • I can compare two lengths using the terms tall/taller, long/longer, and short/shorter. Lesson 2: • I can compare two lengths by comparing each with a third length. • I can compare more than two lengths using the terms tallest, longest, and shortest. Lesson 3: • I can use a common starting point when comparing lengths. Lesson 4: • I can measure lengths using non-standard units. • I can understand that using different non-standard units may give different measurements for the same items. Big Idea: The weight of things can be compared and measured with non-standard units. Targets: Lesson 1: • I can complete the weight of two things using the terms 'heavy,' 'heavier,' 'light,' 'lighter,' and 'as heavy as.' • I can compare the weight of more than two objects using the terms, 'lightest' and 'heaviest.' Lesson 2: • I can use a non-standard object to find the weight of things. • I can compare weight using a non-standard object as a unit of measurement. Lesson 3: • I can use the term 'unit' when writing the weight of things. • I can explain why there is a difference in a measurement when using different non-standard units. • I can arrange objects according to their weight. Big Idea: Picture graphs, tally charts, and bar graphs can be used to display data. Targets: Lesson 1: • I can collect and organize data. • I can show data as a picture graph. • I can understand the data shown in a picture graph. Lesson 2: • I can collect and organize data. • I can draw picture graphs.

	• I can understand the data shown in picture graphs using symbols. Lesson 3: • I can make a tally chart. • I can show data in a bar graph. • I can understand data shown in a bar graph.

1st Grade-UNIT 5

ELA	RI.1.10: With prompting and support, read informational texts appropriately complex for Grade One. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RF1.4: Read with sufficient accuracy and fluency to support comprehension. RF.1.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W1.1: Write opinion pieces in which [students] introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Math	1.OA.5: Relate counting to addition and subtraction (e.g. by counting on 2 to add 2). 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numberals and represent a number of objects with a written numeral. 1.NBT.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones – called a ten. 1.NBT.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers 10, 20, 30… 90 refer to one, two, three…or nine tens (and 0 ones). 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 >, =, <. 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.3: Apply properties of operations as strategies to add and subtract. 1.OA.4: Understand subtraction as an unknown-addend problem. 1.OA.5: Relate counting to addition and subtraction. 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 1.OA.7:Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. 1.NBT.2a: 10 can be thought of as a bundle of ten ones- called a "ten." 1.NBT.2c: 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).

	1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten. 1.NBT.6: Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90(positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.3: Apply properties of operations as strategies to add and subtract. 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8: Determine the unknown whole number in an addition or subtraction are true and false. 1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.
Math Targets	**Big Idea: Count, compare, and order numbers from 1 to 40.** **Targets:** **Lesson 1:** • **I can count on from 21 to 40.** • **I can read and write 21 to 40 in numbers and words.** **Lesson 2:** • **I can use a place-value chart to show numbers up to 40.** • **I can show objects up to 40 as tens and ones.** **Lesson 3:** • **I can use a strategy to compare numbers to 40.** • **I can compare numbers to 40.** • **I can order numbers to 40.** • **I can find the missing numbers in a number pattern.** **Big Idea: Whole numbers can be added and subtracted with or without regrouping.** **Targets** **Lesson 1:** • **I can dd a 2-digit number and a 1-digit number without regrouping.** • **I can add two 2-digit numbers without regrouping.** **Lesson 2:** • **I can add a 2-digit number and a 1-digit number with regrouping.** • **I can add two 2-digit numbers without regrouping.** **Lesson 3:** • **I can subtract a 1-digit number from a 2-digit number without regrouping.** • **I can subtract a 2-digit number from another 2-digit number without regrouping.** **Lesson 4:**

- I can subtract a 1-digit number from a 2-digit number with regrouping.
- I can subtract a 2-digit number from another 2-digit number with regrouping.

Lesson 5:
- I can add three 1-digit numbers.

Big Idea: Number bonds help you to add and subtract mentally.

Targets:
Lesson 1:
- I can mentally add 1-digit numbers.
- I can mentally add a 1-digit number to a 2-digit number.
- I can mentally add a 2-digit number to tens.

Lesson 2:
- I can mentally subtract a 1-digit numbers.
- I can mentally subtract a 1-digit number from a 2-digit number.
- I can mentally subtract tens from a 2-digit number.

Lesson 3:
I can mentally subtract tens from a 2-digit number.

Big Idea: Calendars are used to show days, weeks, and months of year. Clocks are used to read time of the day.

Targets:
Lesson 1:
- I can read a calendar.
- I can know the days of the week and months of the year.
- I can write the date.
- I can know the seasons of the year.

Lesson 2:
- I can use the term o'clock to tell the time to the hour.
- I can read and show time to the hour on a clock.

Lesson 3:
- I can read time to the half hour.
- I can use the term half past.
- I can relate time to daily activities.

1st Grade – UNIT 6

ELA	RL.1.9: Compare and contrast the adventures and experiences of characters in stories. RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5(d): Distinguish shades of meanings among verbs differing in manner (e.g., look, peek, glance, stare, glare, [and] scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings. SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Math	1.OA.5: Relate counting to addition and subtraction. 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. 1.NBT.2a: 10 can be thought of a bundle of ten ones-called a "ten". 1.NBT.2c: 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). 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 <. 1.OA.4: Understand subtraction as an unknown-addend problem. 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. 1.NBT.2: Understand that the two digits of a two-digits number represent amounts of ten and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a "ten." c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, nine tens (and 0 ones). 1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.6: Subtraction multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

Math Targets	Big Idea: Count, compare, and order numbers from 1 to 100. Targets Lesson 1 • I can count on from 41 to 100. • I can read and write 41 to 100. • I can show objects up to 100 as tens and ones. Lesson 2 • I can use a place-value chart to show numbers up to 100. • I can show objects up to 100 as tens and ones. Lesson 3 • I can use a strategy to compare numbers to 100. • I can compare numbers to 100. • I can order numbers to 100. I can find the missing numbers in a number pattern. Big Idea: Numbers to 100 can be added and subtracted with and without regrouping. Targets: Lesson 1: • I can add a 2-digit number and a 1-digit number without regrouping. • I can add two 2-digit numbers without regrouping. Lesson 2: • I can add a 2-digit number and a 1-digit number without regrouping. • I can add two 2-digit numbers without regrouping. Lesson 3: • I can subtract a 1-digit number from a 2-digit number without regrouping. • I can subtract a 2-digit number from another 2-digit number without regrouping. Lesson 4: • I can subtract a 1-digit number from a 2-digit number with regrouping. I can subtract 2-digit numbers with regrouping. Big Idea: Penny, nickel, dime, and quarter are coins that can be counted and exchanged. Money can be added and subtracted. Targets: Lesson 1 • I can recognize and name penny, nickel, and dime. • I can understand that ¢ stands for cents. • I can skip-count to find the value of a collection of coins. • I can exchange one coin for a set of coins of equal value. • I can use different combinations of coins less than 25¢ to buy things. Lesson 2 • I can know and name a quarter. • I can exchange a quarter for a set of coins of equal value. Lesson 3 • I can count money in cents up to $1 using the 'count on' strategy. • I can choose the correct value of coins when buying items. • I use different combinations of coins to show the same value. Lesson 4 • I can add to find the cost of items. • I can subtract to find the change. • I can add and subtract money in cents (up to $1). I can solve real-world problems involving addition and subtraction of money.