

# **Curriculum Map**

## **Elementary Mathematics**

### **Grade One**

#### **Saugus Public Schools**

Baseline Exam/Placement Exam – must be given end of Week 1

Benchmark Exam 1 - Topics 1-8 must be given end of Week 17

Benchmark Exam 2 - Topics 1-12 must be given end of Week 23

Benchmark Exam 3 - Topics 1-20 must be given end of Week 37

**Week 1**

***Common Core State Standards***

**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.

***Massachusetts Performance Standards***

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.

**TOPIC ONE: Numbers to 12**

- Baseline Assessment ( Placement Test)
- Lesson 1-1: Numbers 0-5 & Readiness R-1 numbers to 5
- Practice numbers 6, 7, 8, 9, & 10 & Readiness R-1 numbers 6-9

**Objectives (Students will be able to...)**

- **Read and Write** numbers to 10.

**Essential Question**

How do you show and write numbers 0 through 10?

**Teacher Resources**

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- Teacher Edition, Student Edition, and Workbooks
- Classroom Manipulative Kit
- Overhead Manipulative Kit
- Math Diagnosis and Intervention System
- Teaching Tool Masters

**Media and Technology Resources**

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- Electronic Digital Teacher and Student Editions
- On-Line Classroom Resources Access Pack
- eTools Electronic Math Manipulative Kit
- enVision ExamView Test Generator
- Mindpoint Quiz Show
- Turning Point Technologies

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 1 (continued)**

***Common Core State Standards***

**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.

***Massachusetts Performance Standards***

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.

**TOPIC ONE: Numbers to 12**

- Lesson 1-2: Numbers 6-10
- Lesson 1-3: Numbers 10, 11, &12
- Lesson 1-4: Spatial Patterns for Numbers to 9
- Lesson 1-5: Spatial Patterns for Numbers to 10

**Objectives (Students will be able to...)**

- **Recognize** patterned arrangements of numbers without counting.
- **Recognize** two-part spatial patterns of numbers.

**Essential Question**

How do you show and write numbers 0 through 12?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 2**

***Common Core State Standards***

**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.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.<sup>1</sup>

***Massachusetts Performance Standards***

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.

**TOPIC ONE: Numbers to 12**

- Lesson 1-6: Problem Solving: Use Objects
- Review for Topic 1 Test
- Topic 1 Test

**Objectives (Students will be able to...)**

- Compare Two Numbers 1 through 12.
- Compare and Order Three Numbers through 12.
- Order Numbers to 12 Using a Number Line.
- Act Out Ordering Numbers to Solve Story Problems.
- Act Out the Actions in Problems.

**Essential Question**

How do you show and write numbers 0 through 12?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Test:** Topic 1 Test and Placement Test

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 3**

***Common Core State Standards***

- 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.3.** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

***Massachusetts Performance Standards***

- 2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.
- 2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than ( $<$ ,  $=$ ,  $>$ ).

**TOPIC TWO: Comparing and Ordering Numbers**

- Lesson 2-1: Comparing Two Numbers
- Lesson 2-2: Ordering Three Numbers
- Lesson 2-3: Ordering Numbers to Twelve with a Number Line
- Lesson 2-4: Problem Solving: Act It Out
- Review Topic 2
- Test Topic 2

**Objectives (Students will be able to...)**

- **Compare** Two Numbers 1 through 12.
- **Compare** and **Order** Three Numbers through 12.
- **Order** Numbers to 12 Using a Number Line.
- **Act** Out Ordering Numbers to Solve Story Problems.

**Essential Question**

How do you compare and order the numbers 0-12?

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**Evaluation/Activities**

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- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.
- Test:** On the concepts involving **Comparing and Ordering numbers**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 4**

**Common Core State Standards**

**1.OA.5.** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  
**1.OA.3.** Apply properties of operations as strategies to add and subtract.<sup>2</sup> *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.)*  
**MA.1.OA.9.** Write and solve number sentences from problem situation that express relationships involving addition and subtraction within 20

**Massachusetts Performance Standards**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**TOPIC THREE: Understanding Addition**

- Lesson 3-1: Addition: Making 6 & 7  
*\* Possible Pre Lesson for 3-1: Addition: Practice Ways of Making 3, 4, & 5*
- Lesson 3-2: Making 8
- Lesson 3-3: Making 9
- Lesson 3-4: Introducing Addition Number Sentences
- Lesson 3-5: Stories About Joining

**Objectives (Students will be able to...)**

- **Recognize** parts of a number as a Strategy for Addition.
- **Recognize** parts of the numbers 3-8.

**Essential Question**

How do you write addition sentences to find the whole given two parts?

**Teacher Resources**

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- *Center Activities Topic 8: Possible Pre Lesson for 3-1: Addition: Practice Ways of Making 3, 4, & 5*

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 5**

***Common Core State Standards***

**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.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.

**1.OA.3.** Apply properties of operations as strategies to add and subtract.

**1.OA.7.** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

***Massachusetts Performance Standards***

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.

**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC THREE: Understanding Addition**

- Lesson 3-6: Adding in Any Order
- Lesson 3-7 Problem Solving : Use Objects
- Review Topic 3
- Topic 3 Test

**Objectives (Students will be able to...)**

- **Recognize** parts of a number as a Strategy for Addition.
- **Recognize** parts of the numbers 8 and 9.
- **Write addition number sentences** to find the whole, given two parts.
- **Write addition sentences** to solve stories about joining.

**Essential Question**

How do you write an addition sentence to find the whole given two parts?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts involving **Understanding Addition**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 6**

***Common Core State Standards***

**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.4.** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*

***Massachusetts Performance Standards***

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.  
**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC FOUR: Understanding Subtraction**

- Lesson 4-1: Finding Missing Parts of 6 & 7
- Lesson 4-2: Finding Missing Parts of 8

**Objectives (Students will be able to...)**

- Solve problems by finding the missing part.
- Find a missing part of 8 when one part is known.
- Write and solve subtraction number sentences.

**Essential Question**

How do you find the missing part of a whole?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 6 (continued)

### Common Core State Standards

- 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.4.** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*
- 1.OA.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .*

### Massachusetts Performance Standards

- 2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- 2.P.6** Write number sentences using +, –, <, =, and/or > to represent mathematical relationships in everyday situations.

### TOPIC FOUR: Understanding Subtraction

- Lesson 4-3: Finding Missing Parts of 9
- Lesson 4-4: Intro to Subtraction Number Sentences
- Lesson 4-5: Stories About Separating
- Lesson 4-6: Stories About Comparing

#### Objectives (Students will be able to...)

- Use subtraction to find the missing part of 9 when one part is known.
- Write and solve subtraction number sentences.
- Tell and act out stories about separating to find how many are left.
- Subtract to compare two numbers.

#### Essential Question

How can you write a subtraction sentence to represent a story about separating?

#### Teacher Resources

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#### Evaluation/Activities

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.

#### Lesson Completion Date:

#### Technology Used/ Date Used:

#### Completed By:

#### Comments:

## Week 7

### *Common Core State Standards*

- 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.4.** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.*
- 1.OA.6.** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).
- 1.OA.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .*

### *Massachusetts Performance Standard*

- 2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- 2.N.8** Understand and use the inverse relationship between addition and subtraction (e.g.,  $8 + 6 = 14$  is equivalent to  $14 - 6 = 8$  and is also equivalent to  $14 - 8 = 6$ ) to solve problems and check solutions.
- 2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.
- 2.P.5** Construct and solve open sentences that have variables.
- 2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

### TOPIC FOUR: Understanding Subtraction

- Lesson 4-7: Connecting Addition and Subtraction
- Lesson 4-8: Problem Solving: Use Objects
- Review Topic 4
- Topic 4 Test

#### Objectives (Students will be able to...)

- **Write** related addition and subtraction facts.
- **Act** out and **solve** subtraction story problems, using counters.

#### Essential Question

How are addition and subtraction facts related to each other?

#### Teacher Resources

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- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.
- Test:** On the concepts involving **Understanding Subtraction**

#### Lesson Completion Date:

#### Technology Used/ Date Used:

#### Completed By:

#### Comments:

**Week 8**

**Common Core State Standards**

**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.<sup>1</sup>

**1.OA.3.** Apply properties of operations as strategies to add and subtract.<sup>2</sup> *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.4.** Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.*

**Massachusetts Performance Standards**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**TOPIC FIVE: Five and Ten Relationships**

- Lesson 5-1: Representing Numbers on a Ten Frame
- Lesson 5-2: Recognizing Numbers on a Ten Frame
- Lesson 5-3: Parts of Ten
- Lesson 5-4 Finding Missing Parts of 10

**Objectives (Students will be able to...)**

- **Model** numbers using counters and a ten-frame.
- **Recognize** numbers on a ten-frame
- **Show** ten as two parts.
- **Use** counters and a part -part -whole mat to find missing parts of 10.

**Essential Question**

How do you model and solve problems using counters and a ten frame?

**Teacher Resources**

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**Evaluation/Activities**

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**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 9**

**Common Core State Standards**

**1.OA.6.** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Massachusetts Performance Standards**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.  
**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC SIX: Addition Facts to Twelve**

- Lesson 5-5: Problem Solving: Making a Table
- Review Topic 5
- Topic 5 Test
- Lesson 6-1: Adding with 0, 1, & 2 Using a number line
- Lesson 6-2: Doubles

**Objectives (Students will be able to...)**

- **Count** on to add starting with the greater number.
- **Recognize** doubles as a strategy for recalling sums.
- **Make** tables to solve problems.

**Essential Question**

How can you identify and solve doubles facts?

**Teacher Resources**

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**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Five and Ten Relationships**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 10**

**Common Core State Standards**

**1.OA.6.** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Massachusetts Performance Standards**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.  
**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC SIX: Addition Facts to Twelve**

- Lesson 6-3: Near Doubles
- Lesson 6-4: Facts with 5 on a Ten-Frame

**Objectives (Students will be able to...)**

- Use doubles facts to learn near doubles facts.
- Use a ten-frame to write addition facts with 5.

**Essential Question**

How can you use doubles facts to solve a near doubles fact?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 10 (continued)

### *Common Core State Standards*

**1.OA.6.** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

### *Massachusetts Performance Standards*

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.  
**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

### TOPIC SIX: Addition Facts to Twelve

- Lesson 6-5: Making 10 on a Ten Frame
- Lesson 6-6: Problem Solving: Draw a Picture and Write Number Sentence
- Review Topic 6
- Test Topic 6

#### Objectives (Students will be able to...)

- **Model** addition facts using two ten-frames.
- **Draw** pictures to solve addition story problems.

#### Essential Question

How can drawing a picture help you solve problems and help you check if your answers make sense?

#### Teacher Resources

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Test:** On the concepts involving **Addition Facts to Twelve**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 11 and 12**

**Common Core State Standards**

**1.OA.6.** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Massachusetts Performance Standards**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).  
**2.N.9** Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.  
**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC SEVEN: Subtraction Facts to Twelve**

- Lesson 7-1: Subtracting 0, 1, & 2
- Lesson 7-2: Thinking Addition
- Lesson 7-3: Thinking Addition to 8 to Subtract
- Lesson 7-4: Thinking Addition to 12 to Subtract
- Lesson 7-5: Problem Solving: Draw a Picture and Write a Number Sentence
- Review Topic 7
- Topic 7 Test

**Objectives (Students will be able to...)**

- **Use** a number line to subtract 0, 1, or 2
- **Learn** to use doubles addition facts to master related subtraction facts.
- **Understand** how addition facts to 8 relate to subtraction facts to 8.
- **Write** related addition and subtraction facts to 12.
- **Draw** a picture and **write** a number sentence to solve subtraction story problems.

**Essential Question**

How are related facts used to add and subtract numbers to 12?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Subtraction Facts to Twelve**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 13, 14, and 15

### Common Core State Standards

**1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

**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.<sup>1</sup>

### Massachusetts Performance Standards

**2.G.1** Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.

**2.G.3** Recognize congruent shapes.

**2.G.5** Identify symmetry in two-dimensional shapes.

**2.G.6** Predict the results of putting shapes together and taking them apart.

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

### TOPIC EIGHT: Geometry

- Topic 8-1: Identifying Plane Shapes
- Topic 8-2: Properties of Plane Shapes
- Topic 8-3: Making New Shapes from Shapes

#### Objectives (Students will be able to...)

- **Identify** and **name** standard plane shapes and recognize them in the environment.
- **Sort** plane shapes and identify their properties.
- **Combine** two - dimensional geometric shapes to make new two- dimensional shapes.

#### Essential Question

How can you identify and sort plane shapes and their properties?

#### Teacher Resources

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#### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

#### Lesson Completion Date:

#### Technology Used/ Date Used:

#### Completed By:

#### Comments:

**Week 13, 14, and 15**

**Common Core State Standards**

**1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

**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.<sup>1</sup>

**Massachusetts Performance Standards**

**2.G.1** Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.

**2.G.3** Recognize congruent shapes.

**2.G.5** Identify symmetry in two-dimensional shapes.

**2.G.6** Predict the results of putting shapes together and taking them apart.

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC EIGHT: Geometry**

- Lesson 8-4: Breaking Apart Shapes to Make Shapes
- Lesson 8-5: Ways to Move Shapes
- Lesson 8-6: Congruence
- Lesson 8-7: Symmetry

**Objectives (Students will be able to...)**

- **Break apart** large shapes to make smaller shapes.
- **Learn** the difference between a slide, a flip, and a rotation and how each movement changes the position of a shape.
- **Identify** plane shapes that are the same size and the same shape.
- **Understand** that a shape shows symmetry if it can be folded into two matching parts.

**Essential Question**

How can you break apart larger shapes to make new smaller shapes?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 13, 14, and 15**

**Common Core State Standards**

**1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.

**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.<sup>1</sup>

**Massachusetts Performance Standards**

**2.G.1** Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.

**2.G.3** Recognize congruent shapes.

**2.G.5** Identify symmetry in two-dimensional shapes.

**2.G.6** Predict the results of putting shapes together and taking them apart.

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC EIGHT: Geometry**

- Lesson 8-8: Problem Solving: Make an Organized List
- Lesson 8-9: Identifying Solid Figures
- Lesson 8-10: Flat Surfaces and Corners
- Lesson 8-11: Sorting Solid Figures
- Review Topic 8
- Topic 8 Test

**Objectives (Students will be able to...)**

- **Make** organized lists to solve problems.
- **Identify** and name standard geometric solids and recognize them in the environment.
- **Count** the number of flat surfaces and vertices on geometric solids.
- **Identify** geometric solids (sphere, cone, cylinder, rectangular prism, and cube)
- **Sort** solid figures by various attributes.

**Essential Question**

How can you identify solid shapes and their properties?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts involving **Geometry**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 16 and 17 (Benchmark One)**

**Common Core State Standards**

**1.G.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.  
**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.

**Massachusetts Performance Standards**

**2.P.1** Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.

**TOPIC NINE: Patterns**

- **Benchmark Exam #1 (Topics 1-8)**
- Lesson 9-1: Describing Patterns
- Lesson 9-2: Using Patterns to Predict
- Lesson 9-3: Extending Shape Patterns
- Lesson 9-4: Problem Solving: Look for a Pattern
- Review Topic 9
- Topic 9 Test

**Objectives (Students will be able to...)**

- **Describe** elements in repeating patterns and the part of the pattern that repeats.
- **Identify** the pattern unit in a pattern to predict what comes next.
- **Identify** the pattern unit in a repeating pattern to extend shape patterns.
- **Find** a pattern to solve problems.

**Essential Question**

How can you predict what comes next in a repeating pattern?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Test:** On the concepts involving **Patterns**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 18**

***Common Core State Standards***

**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.

***Massachusetts Performance Standards***

**2.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC TEN: Counting and Number Patterns to 100**

- Lesson 10-1: Making Number 11-20
- Lesson 10-2: Using Numbers 11-20
- Lesson 10-3: Counting by 10s to 100
- Lesson 10-4: Counting Patterns on a Hundred Chart

**Objectives (Students will be able to...)**

- **Read, count, and write** numbers 11 to 20.
- **Show** numbers 11 to 20 as 1 or 2 more or fewer than another number.
- **Count** groups of 10, up to 10 tens, and write how many.
- **Find and extend** skip-counting patterns on a hundreds chart.

**Essential Question**

How do you show skip counting patterns on a hundred chart?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 19**

**Common Core State Standards**

**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.

**Massachusetts Performance Standards**

- 2.N.5** Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.
- 2.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.
- 2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC TEN: Counting and Number Patterns to 100**

- Lesson 10-5: Using Skip Counting
- Lesson 10-6: Odd and Even Numbers
- Lesson 10-7: Ordinals Through Twenty
- Lesson 10-8: Patterns in Tables
- Lesson 10-9: Problem Solving: Look for a Pattern

**Objectives (Students will be able to...)**

- **Skip** count to find the total number of items arranged in sets of 10s, 5s, and 2s.
- **Identify** numbers as odd or even.
- **Use** the ordinal numbers first through twentieth to identify position.
- **Solve** problems by finding patterns in a table of related number pairs

**Essential Question**

How are odd and even numbers identified?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 20

### *Common Core State Standards*

**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:

- 10 can be thought of as a bundle of ten ones — called a “ten.”
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 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).

### *Massachusetts Performance Standards*

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.

**2.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.

### **TOPIC ELEVEN: Tens and Ones**

- Topic 10 Review
- Topic 10 Test
- Lesson 11-1 Counting with Groups of Ten and Leftovers
- Lesson 11-2: Number Made with Ten
- Lesson 11-3: Tens and Ones

#### **Objectives (Students will be able to...)**

- **Read** and **Write** two-digit numbers as groups of 10 and some left over.
- **Count** groups of ten, up to 10 tens, and write how many.
- **Use** groups of tens and ones to show and write a given two-digit number.

#### **Essential Question**

How can you use tens and ones to represent a two digit number?

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#### **Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Test:** On the concepts involving **Counting Number Patterns to 100**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

## Week 21

### Common Core State Standards

**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: 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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).

### Massachusetts Performance Standards

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.  
**2.P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.  
**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

### TOPIC ELEVEN: Tens and Ones

- Lesson 11-4: Expanded Form
- Lesson 11-6: Problem Solving: Making an Organized List
- Review Topic 11
- Test Topic 11
- Lesson 12-1: 1 more, 1 less, 10 more, 10 less

### Objectives (Students will be able to...)

- **Model** a two-digit number and **write** its expanded form.
- **Solve** problems by making a list to show different ways to make a number.
- **Write** the numbers that are 1 more or 1 less and 10 more or 10 less than two-digit number.

### Essential Question

How can you use tens and ones to represent a two digit number?

### Teacher Resources

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### Evaluation/Activities

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Test:** On the concepts involving **Tens and Ones**

### Lesson Completion Date:

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 22**

***Common Core State Standards***

**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.3.** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

***Massachusetts Performance Standards***

**2.N.1** Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.  
**2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.  
**2.N.4** Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than ( $<$ ,  $=$ ,  $>$ ).

**TOPIC TWELVE: Comparing and Ordering Numbers to 100**

- Lesson 12-2: Making Numbers on a Hundred Chart
- Lesson 12-3: Comparing Numbers with the  $<$ ,  $>$ ,  $=$
- Lesson 12-4: Ordering Numbers with a Hundred Chart and
- Lesson 12-5: Number Line Estimation
- Lesson 12-6: Before After and Between

- **Objectives (Students will be able to...)**
- Use a hundred chart to show the relationships of 1 more than, 1 less than, 10 more than, and 10 less than a given number.
- **Compare** two-digit numbers using symbols.
- **Find** missing numbers on a hundreds chart.
- **Use** words before, after, and between to order numbers up to 99.
- **Order** numbers from least to greatest, given 3 two-digit numbers.

**Essential Question**

How can a hundred chart show the relationships of 1 more than, 1 less than, 10 more than, and 10 less than?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 23 (Benchmark Two)**

***Common Core State Standards***

**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.  
**MA.1.MD.5** Identify the values of all US coins and know their comparative values. Find equivalent value. Use appropriate notation. Use the values of coins in the solutions of problems.

***Massachusetts Performance Standards***

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.

**TOPIC TWELVE: Comparing and Ordering Numbers to 100**

- Lesson 12-7: Ordering Three Numbers
- Lesson 12-8: Problem Solving: Making an Organized List
- Review Topic 12
- Test Topic 12
- **Benchmark Exam #2 (Topics 1-12)**

**Objectives (Students will be able to...)**

- **Make** an organized list showing possible solutions
- **Identify** the value of combinations of nickels and pennies

**Essential Question**

How can a hundred chart show the relationships of 1 more than, 1 less than, 10 more than, and 10 less than?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Comparing and Ordering Numbers**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 24**

**Common Core State Standards**

**MA.1.MD.5** Identify the values of all US coins and know their comparative values. Find equivalent value. Use appropriate notation. Use the values of coins in the solutions of problems.

**Massachusetts Performance Standards**

**2.N.6** Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35  
**2.P.7** Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.

**TOPIC THIRTEEN: Counting Money**

- Lesson 13-1: Values of a Penny and Nickel
- Lesson 13-2: Values of Penny, Nickel, and Dime
- Lesson 13-3: Value of Quarter
- Lesson 13-4: Value of a Half Dollar and Dollar
- Lesson 13-5: Counting Sets of Coins

**Objectives (Students will be able to...)**

- **Identify** the value of combinations of dollar, half dollar, quarters, dimes, nickels and pennies.
- **Find** equivalent values of coins.

**Essential Question**

Why can different combinations of coins produce the same money values?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 25**

***Common Core State Standards***

**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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

***Massachusetts Performance Standards***

**2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.  
**2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.

**TOPIC FOURTEEN: Measurement**

- Lesson 13-6: Problem: Try, Check, and Revise
- Review Topic 13
- Test Topic 13
- Lesson 14-1: Comparing and Ordering by Length
- Lesson 14-2: Using Units to Estimate and Measure Length

**Objectives (Students will be able to...)**

- **Solve** problems by using the try, check, and revise strategy.
- **Compare** and **order** lengths of objects.
- **Use** nonstandard units to measure the lengths of different objects.
- **Measure** the lengths of objects in inches and feet using a ruler.

**Essential Question**

How can you compare and order objects according to length?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Test:** On the concepts involving **Counting Money**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 26**

***Common Core State Standards***

**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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

***Massachusetts Performance Standards***

**2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.  
**2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.

**TOPIC FOURTEEN: Measurement**

- Lesson 14-3: Problem Solving: Use Reasoning
- Lesson 14-4: Measurement: Feet and Inches
- Lesson 14-5: Measurement: Centimeters
- Lesson 14-6: Measurement: Understanding Perimeters
- Lesson 14-7: Measurement: Comparing and Ordering by Capacity

**Objectives (Students will be able to...)**

- **Measure** in feet and inches.
- **Measure** in centimeters.
- **Measure** and **understanding** the concept of perimeter.
- **Compare** and **order** by capacity.

**Essential Question**

How can you choose the appropriate measurement for a given unit?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 27**

***Common Core State Standards***

**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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

***Massachusetts Performance Standards***

**2.M.4** Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.  
**2.M.3** Compare the length, weight, area, and volume of two or more objects by using direct comparison.

**TOPIC FOURTEEN: Measurement**

- Lesson 14-8: Measurement: Cups, Pints, and Quarts
- Lesson 14-9: Measurement: Liters
- Lesson 14-10: Measurement: Comparing and Ordering by Weight
- Lesson 14-11 Measurement: Pounds
- Review and Test Topic 14

**Objectives (Students will be able to...)**

- **Measure** in cups, pints, and quarts.
- **Measure** volumes in liters.
- **Compare** and **order** by weight.
- **Measure** using pounds.

**Essential Question**

How can you choose the appropriate measurement for a given unit?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Measurement**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 28**

***Common Core State Standards***

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

***Massachusetts Performance Standards***

**2.M.2** Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.

**TOPIC FIFTEEN: Time**

- Lesson 15-1: Understanding the Hour and Minute Hands
- Lesson 15-2: Telling and Writing Time to the Hour
- Lesson 15-3: Telling and Writing time to the Half Hour
- Lesson 15-4: Estimating and Ordering Lengths of Time
- Lesson 15-5: Time Using the Calendar
- Lesson 15-6: Problem Solving Use Data from a Table
- Review and Test Topic 15

**Objectives (Students will be able to...)**

- **Identify** the hour and minute hands on a clock and tell time to the hour.
- **Show** and **tell** time to the half hour
- **Tell** and **write** time the hour and half hour using digital and analog clocks.
- **Estimate** and **order** using lengths of time.
- **Tell** time using a calendar.

**Essential Question**

How do the hands on an analog clock show time?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Time**.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 29**

***Common Core State Standards***

- 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.
- 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.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

***Massachusetts Performance Standards***

- 2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- 2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC SIXTEEN: Addition Facts to 18**

- Lesson 16-1: Doubles
- Lesson 16-2: Doubles Plus One
- Lesson 16-3: Doubles Plus Two
- Lesson 16-4: Problem Solving: Two Question Problems
- Lesson 16-5: Making 10 to Add 9

**Objectives (Students will be able to...)**

- **Recognize** the doubles relationship and use it as a strategy for recalling addition facts with two like addends.
- **Solve** two-question problems by using the answer to the first question to answer the second question.
- **Use** the associative and commutative properties to add three numbers.

**Essential Question**

What strategies can be used to find the sums of addition facts to 18?

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**Evaluation/Activities**

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 30**

***Common Core State Standards***

- 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.
- 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.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

***Massachusetts Performance Standards***

- 2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).
- 2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC SIXTEEN: Addition Facts to 18**

- Lesson 16-6: Making 10 to Add 8
- Lesson 16-7: Addition: Adding 3 Numbers
- Lesson 16-8: Problem Solving Make a Table
- Review Topic 16
- Test Topic 16

**Objectives (Students will be able to...)**

- **Recognize** the doubles relationship and use it as a strategy for recalling addition facts with two like addends.
- **Solve** two-question problems by using the answer to the first question to answer the second question.
- **Use** the associative and commutative properties to add three numbers.

**Essential Question**

What strategies can be used to find the sums of addition facts to 18?

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**Evaluation/Activities**

- Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.
- Class work:** To be done on each topic/concept as needed for understanding.
- Homework:** To be given daily on each introduced topic as determined by the teacher.
- Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.
- Quiz:** Formal assessments will be given as warranted by the curriculum.
- Test:** On the concepts involving **Addition Facts to 18**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 31**

**Common Core State Standards**

**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.

**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.8.** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

**Massachusetts Performance Standards**

**2.N.7** Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).

**2.P.6** Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.

**TOPIC SEVENTEEN: Subtraction Facts to 18**

- Lesson 17-1: Using Related Facts
- Lesson 17-2: Fact Families
- Lesson 17-3: Using Addition to Subtract
- Lesson 17-4: Subtraction Facts
- Lesson 17-5: Draw a Picture and Write a Number Sentence

**Objectives (Students will be able to...)**

- **Find** subtraction facts to 18 and learn the relationship between addition and subtraction.
- **Use** a part-part-whole model to find the subtraction facts and addition facts in a fact family.
- **Use** a related addition fact to find the missing part in a subtraction problem.
- **Use** related addition facts to solve subtraction problems.
- **Draw** pictures and **write** number sentences to solve addition and subtraction story problems.

**Essential Question**

How does the relationship between addition and subtraction create a fact family?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 32**

***Common Core State Standards***

**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.

***Massachusetts Performance Standards***

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.  
**2.D.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

**TOPIC EIGHTEEN: Data and Graphing**

- Review Topic 17
- Test Topic 17
- Lesson 18-1: Using Data from Real Graphs
- Lesson 18-2: Using Data from Picture Graphs
- Lesson 18-3: Using Data from Bar Graphs

**Objectives (Students will be able to...)**

- Use real -object graph to answer questions and draw conclusions.
- **Collect** a set of data and organize it in a real graph.
- **Organize** and **analyze** data using a picture graph.
- **Record** data using tally marks.

**Essential Question**

What questions can you answer by looking at a graph?

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 33**

***Common Core State Standards***

**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.

***Massachusetts Performance Standards***

**2.D.2** Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.  
**2.D.3** Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.

**TOPIC EIGHTEEN: Data and Graphing**

- Lesson 18-4: Location on a Grid
- Lesson 18-5: Collecting Data Using Tally Marks
- Lesson 18-6: Making Real Graphs
- Lesson 18-7: Making Picture Graphs
- Lesson 18-8: Problem Solving Making a Graph
- Lesson 18-9: Probability Certain or Impossible
- Lesson 18-10: Likely or Unlikely
- Review Topic 18
- Test Topic 18

**Objectives (Students will be able to...)**

- Use real -object graph to answer questions and draw conclusions.
- **Collect** a set of data and organize it in a real graph.
- **Organize** and **analyze** data using a picture graph.
- **Record** data using tally marks

**Essential Question**

How can you describe the likelihood of an event?

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- enVision ExamView Test Generator
- Mindpoint Quiz Show
- Turning Point Technologies

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Data and Graphing**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 34**

**Common Core State Standards**

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

**Massachusetts Performance Standards**

**2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.  
**2.N.3** Identify and represent common fractions ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ) as parts of wholes, parts of groups, and numbers on the number line.

**TOPIC NINETEEN: Fractional Parts**

- Lesson 19-1: Making Equal Parts
- Lesson 19-2: Describing Equal Parts of Whole Objects
- Lesson 19-3: Making Parts of a Set

**Objectives (Students will be able to...)**

- Determine whether a shape is divided into equal or unequal parts.
- Describe equal parts of a shape.
- Show parts of a set

**Essential Question**

How can you divide a shape into equal parts?

**Teacher Resources**

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- Teacher Edition, Student Edition, and Workbooks
- Classroom Manipulative Kit
- Overhead Manipulative Kit
- Math Diagnosis and Intervention System
- Teaching Tool Masters

**Media and Technology Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Subtraction Facts to 18**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 34 (continued)**

***Common Core State Standards***

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

***Massachusetts Performance Standards***

**2.N.2** Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.  
**2.N.3** Identify and represent common fractions ( $1/2$ ,  $1/3$ ,  $1/4$ ) as parts of wholes, parts of groups, and numbers on the number line.

**TOPIC NINETEEN: Fractional Parts**

- Lesson 19-4: Describing Parts of Sets
- Lesson 19-5: Draw a Picture
- Review Topic 19
- Test Topic 19

**Objectives (Students will be able to...)**

- **Describe** parts of a set.
- **Draw** pictures to solve problems related to parts of a group.

**Essential Question**

How can you divide a shape into equal parts?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.  
**Test:** On the concepts involving **Fractional Parts**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 35**

***Common Core State Standards***

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.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

***Massachusetts Performance Standards***

**2..P.2** Identify different patterns on the hundreds chart.  
**2..P.3** Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....  
**2..P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.

**TOPIC TWENTY: Adding and Subtracting with Tens and Ones**

- Lesson 20-1: Adding Groups of 10
- Lesson 20-2: Adding Tens on a Hundred Chart
- Lesson 20-3: Adding Tens to Two-Digit Numbers
- Lesson 20-4: Adding to a Two-Digit Number

**Objectives (Students will be able to...)**

- Add two multiples of 10 for sums to 100.
- Use a hundreds chart to add multiples of 10 to two-digit numbers.
- Add a multiple of 10 to a two-digit number.
- Add one- digit number to two -digit numbers with and without regrouping and record the sum in horizontal form.
- Use a hundred chart to subtract multiples of 10 from two-digit numbers.

**Essential Question**

What is the process for addition of two-digit numbers?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 36**

***Common Core State Standards***

**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.5.** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

**1.NBT.6.** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

***Massachusetts Performance Standards***

**2..P.2** Identify different patterns on the hundreds chart.

**2..P.3** Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....

**2..P.4** Skip count by twos, fives, and tens up to at least 50, starting at any number.

**TOPIC TWENTY: Adding and Subtracting with Tens and Ones**

- Lesson 20-5: Subtracting Tens on a Hundred Chart
- Lesson 20-6: subtracting Tens from Two Digit Numbers
- Lesson 20-7: Subtracting from a Two-Digit Number
- Lesson 20-8: Problem Solving Extra Information
- Review Topic 20
- Test Topic 20

**Objectives (Students will be able to...)**

- Subtract a multiple of 10 from a two-digit number.
- Subtract one digit numbers from two digit numbers with and without regrouping and record the difference in horizontal form.
- Solve problems by identifying unnecessary information and writing number sentences.

**Essential Question**

What is the process for subtraction of two-digit numbers?

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Test:** On the concepts involving **Adding and Subtracting Tens and Ones.**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**Week 37**

*Common Core State Standards*

*Massachusetts Performance Standards*

**TOPICS ONE-TWENTY**

- **Benchmark Exam #3 (Topics 1-20)**

**Objectives (Students will be able to...)**

**Essential Question**

**Teacher Resources**

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**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.

**Class work:** To be done on each topic/concept as needed for understanding.

**Homework:** To be given daily on each introduced topic as determined by the teacher.

**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.

**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Benchmark Exam #3 (Topics 1-20)**

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

