

<b>Grade Level:</b>	<b>1st</b>
<b>Class Title:</b>	<b>Math</b>
<b>Subject:</b>	<b>Math</b>
<b>Class Description:</b>	<p>Grade 1 Math will focus on four areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as repeating length units; and (4) reasoning about attributes of and learn how to divide, combine, and transform shapes to form new shapes.</p> <p>This class will work toward one or more CCSS. This will be a year-long class, spanning the 2018-2019 school year.</p> <p>The estimated instructional hours for this class are ____ per week.</p>
<b>Learning Materials:</b>	List all materials.
<b>Learning Goals/ Performance Objectives:</b>	<p><b>Operations and Algebraic Thinking</b></p> <p><b>Represent and solve problems involving addition and subtraction.</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Apply properties of operations as strategies to add and subtract. <i>3 Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></li> <li>3. Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></li> </ol> <p><b>Add and subtract within 20.</b></p> <ol style="list-style-type: none"> <li>1. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> </ol> <p><b>Work with addition and subtraction equations.</b></p> <ol style="list-style-type: none"> <li>1.. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i></li> <li>2. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \square - 3</math>, <math>6 + 6 = \square</math>.</i></li> </ol> <p><b>Extend the counting sequence.</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>

**Number and Operations in Base Ten**

**Understand place value.**

1. Understand 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, etc.
  - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
2. Compare two two-digit numbers using symbols  $>$ ,  $=$ , and  $<$ .

**Use place value understanding and properties of operations to add and subtract.**

1. 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
2. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
3. Add and Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90.

**Measurement and Data**

1. Order three objects by length; compare the lengths.
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.
3. Tell and write time in hours and half-hours using analog and digital clocks.
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.

**Geometry**

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.
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.
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.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

**Learning  
Activities:**

(Student Name) will complete 4 lessons a week.

(Student Name) will practice math facts 10 minutes each day.

(Student Name) will complete one written assessment each week.

**Progress  
Criteria/**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly

**Methods of  
Evaluation:**

assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.