1ˢᵗ Grade MATH Timeline

Macon County   2014-2015

1ˢᵗ 9 Weeks

Standard	Learning Target	Resources	M
1.NBT.A.1	I can count to 100 starting with any number. (K) I can write numbers up to 100. (K) I can read numbers up to 100. (K)		
1.OA.C.5	I can start at 1 addend and count up to add. (S)		
1.OA.C.6	I can add fluently to 10. (R) I can use strategies to add through 10: (R) *pictures/objects *counting up *10 frames *number line *hundreds chart *part/part/whole I can add fluently to 20: (R) *pictures/objects *counting up *10 frames *number line *hundreds chart *part/part/whole		
1.OA.A.1	I can identify key words in word problems for addition by highlighting or underlining key words. (K) I can write a number sentence to help solve with a blank for the missing number. (K) I can choose an addition strategy to help solve. (R/S) I can solve for the missing number. (S)		
1.NBT.B.2 b	I can recognize numbers 11-19. (K)		

2nd 9 Weeks

Standard	Learning Target	Resources	M
1.OA.C.6	I can subtract fluently within 10. (R) I can use strategies to subtract within 10. (R) *pictures/objects *counting up *10 frames *number line *hundreds chart *part/part/whole I can subtract fluently within 20. (R) I can use strategies to subtract within 20: (R) *pictures/objects *counting up *10 frames *number line *hundreds chart *part/part/whole		
1.OA.A.1	I can identify key words in word problems for subtraction by highlighting or underlining key words. (S) I can write a number sentence to help solve with a blank for the missing number. (K/P) I can choose a subtraction strategy to help solve word problem. (S) I can solve for the missing number. (S)		
1.NBT.A.1	I can label a set of objects up to 100 with a number. (R) I can count to 120 starting with any number. (K) I can write numbers up to 120. (K) I can read any number up to 1 20. (K) I can label a set of objects up to 120 with a number. (R)		
1.NBT.B.2 a	I can recognize and select a group of 10. (K) I can illustrate a group of 10. (R) I can use bundles of tens to help solve problems. (S)		
1.NBT.B.2 .b	I can represent numbers 11-19 using 10's frames. (R) I can identify place value of digits with numbers 11-19. (K) I can decompose (break apart) numbers from 11-19 into 10's and 1's. (S)		
1.NBT.B.3	I can compare numbers using >, <, = (R) I can order numbers from greatest to least. (S)		

	I can order numbers from least to greatest. (S)		
1.NBT.B.2 c	I can classify numbers 10,20,30,etc. and identify the number of tens in that number. (S)		
1.MDAA. 1	I can order 3 objects from shortest to longest. (S) I can order 3 objects from longest to shortest. (S) Given 2 sets of objects with 1 object in common, I can compare the size of the other 2 objects, even if I cannot see one of the 2 objects. (R)		
1.OA.C.5	I can start at the big number and count backwards.		

3rd   9 Weeks

Standard	Learning Target	Resources	M
1.NBT.C.5	I can solve problems using 10 more or 10 less than a given number (S) I can locate 10 more than a given number on a hundreds chart and number line (K) I can locate 10 less than a given number on a hundreds chart and number line (K) I can use place value rods and units to build models with 10 more and 10 less and read the new numbers (P) I can explain to add from the digit in the 10's place while keeping the digit in the one's place (R I can explain to subtract from the digit in the 10's place while keeping the digit in the one's (R)		
1.OA.B.3	I can explain the commutative property addition (R) I can explain the associative property of addition (R) I can identify equations as commutative or associative property of addition (R) I can solve equations using manipulatives using commutative and associative properties (S)		
1.OA.B4	I can use addition to help me solve subtraction (S)		
1.OA.D.7	I can recognize name and explain the equal sign (K) I can identify equations as true or false by solving each side of the equal symbol (R) I can solve each side of an equation and compare the sides to see if they are the same or not the same (S) Using the commutative property I can assemble equations using fact families (S)		
1.OA.D.8	I can solve for the unknown sum in an addition equation up to 20 (K) I can solve for the unknown difference in a subtracting equation within 20 (K) I can solve for the unknown addend in the middle of an addition equation (R) I can solve for the unknown number in the middle of a subtraction equation (R) I can solve for the unknown addend at the beginning of an addition equation (R) I can solve for the unknown number at the beginning of a subtraction equation (R)		
1.NBT.C.6	I can solve problems subtracting tens from multiples of 10 (S)		

	I can explain the strategy used to subtract multiples of 10 (R)		
1.NBT.C.4	I can distinguish between the tens and ones place when adding 2 digit numbers (R) ==I can add a two digit number with a one digit number (S)== ==I can solve an adding problem with a two-digit number adding multiples of 10 (S)== I can explain the strategies I used to solve a two digit addition problem (R)		
1.OA.A.2	I can select the 3 whole numbers in a word problem (K) I can explain the reason I chose 3 numbers (R) I can choose the vocabulary word that tells it is an addition problem (S) ==I can solve a word problems that call for 3 whole number addition problem (S)==		

4th 9 Weeks

Standard	Learning Target	Resources	M
1.G.A.1	I can identify shapes by shape name (K) I can explain attributes of a shape (R) I can sort shapes by attributes (R) I can draw shapes (S)		
1.G.A.2	I can create a pictures using two-dimensional shapes (P) I can compose a new shape from my original picture using 2-D shapes (P) I can create a picture using three dimensional shapes (P) I can compose a new shape from my original picture using 3-D shapes (P)		
1.G.A.3	I can draw a line to show circles/rectangles into 2 equal parts. (S) I can use words "half of" and "halves" to name the 2 equal parts (K) I can name the whole shape as 2 parts (K) I can draw to show circles/rectangles into 4 equal parts (S) I can use the words "quarter of" and "quarters" to name the 4 equal parts (K) I can use the words "fourths of" and "fourths" to name the 4 equal part (K) I can name the whole as 4 parts (K) I can explain the more pieces you have the smaller the pieces will be (K)		
1.MD.A.2	I can use objects (paperclips, crayons, counters, etc.) to measure length of objects and express length using a whole number (S)		
1.M.D.C.4	I can sort objects into groups by what they have in common (S) I can collect data using tally marks to show (represent) the response to a question (S) I can use data to construct a table or graph (P) I can use the data of table or graph to answer questions about the result that were taken. (R)		
1.MD.B.3	I can label and use the minute and hour hand (K) I can recognize the difference between an analog and digital clock (K)		

	I can label clocks with the correct time to the hour (K) I can identify the basic features of features of a digital clock (K) I can label clocks with the correct time to the half hour (K) I can identify the basic features of an analog clock. (K) <mark>I can tell time to the hour on an analog clock (K)</mark> <mark>I can tell time to the hour on a digital clock (K)</mark> <mark>I can tell time to the half hour on a digital clock (K)</mark> <mark>I can tell time to the half hour on an analog clock (K)</mark>		