

# 1<sup>st</sup> Grade Math Timeline 2017-18

## 1<sup>st</sup> 9 Weeks

<b>Tennessee Standards</b>	<b>Learning Target</b>	<b>Curriculum Assoc. 17-18</b>
1.OA.C.5	I can count on to add. I can count back to subtract.	<b>Lesson 1</b> <b>Lesson 2</b>
1.OA.C.6	I can fluently add and subtract.	<b>Lesson 1</b> <b>Lesson 2</b>
1.OA.A.1	I can identify key words in word problems for addition by highlighting or understanding 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)  <b>I can solve for the missing number. (S)</b>	<b>Lesson 3</b> <b>Lesson 5</b>
1.OA.B.4	I can use addition to help me solve subtraction. (S)	<b>Lesson 4</b>

## 2<sup>nd</sup> 9 Weeks

1.OA.C.6	I can add and subtract fluently to 20 using various mental strategies. (R)	<b>Lesson 6</b> <b>Lesson 14</b> <b>Lesson 16</b>
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 subtraction problem 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)	<b>Lesson 7</b>
1.OA.B.3	I can explain the commutative property of 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	<b>Lesson 8</b>

	<p>commutative and associative properties. (S)</p> <p>I can explain the identity property of zero.</p>	
1.OA.D.7	<p>I can recognize, name, and explain the equal sign. (K)</p> <p>I can identify equations as true or false by solving each side of the equal symbol. (R)</p> <p>I can solve each side of an equation and compare the sides to see if they are the same or not the same. (S)</p> <p>Using the commutative property, I can assemble equations using fact families. (S)</p>	<b>Lesson 10</b>
1.NBT.B.2	<p>I can identify the tens and ones in a two digit number.</p> <p>I can use different combinations of tens and ones to represent a two digit number.</p>	<b>Lesson 12</b>
1.OA.A.2	<p>I can solve a contextual addition problem that calls for 3 whole numbers using illustrations and manipulatives. (S)</p>	<b>Lesson 15</b>
1.OA.C.5	<p>I can use partners to make 10.</p> <p>I can use fact families to solve addition and subtraction.</p> <p>I can add within 20 using various strategies.</p> <p>I can make ten to help me add and subtract.</p>	<p><b>Lesson 9</b></p> <p><b>Lesson 11</b></p> <p><b>Lesson 13</b></p> <p><b>Lesson 14</b></p> <p><b>Lesson 16</b></p>

### 3<sup>rd</sup> 9 Weeks

1.NBT.B.2	<p>I can identify the tens and ones in a two digit number.</p> <p>I can use different combinations of tens and ones to represent a two digit number.</p>	<p><b>Lesson 17</b></p> <p><b>Lesson 21</b></p>
1.NBT.A.1	<p>I can count to 120 starting with any number. (K)</p> <p>I can write numbers up to 120. (K)</p> <p>I can read numbers up to 120. (K)</p>	<p><b>Lesson 18</b></p>
1.NBT.C.5	<p>I can mentally add and subtract ten and explain the reasoning.</p>	<p><b>Lesson 19</b></p>
1.NBT.C.6	<p>I can solve problems subtracting tens from multiples of 10. (S)</p> <p>I can explain the strategy used to subtract multiples of 10. (R)</p>	<p><b>Lesson 20</b></p>
1.NBT.B.3	<p>I can compare numbers using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>. (R)</p> <p>I can order numbers from least to greatest. (S)</p> <p>I can order numbers from greatest to least. (S)</p>	<p><b>Lesson 22</b></p>
1.NBT.C.4	<p>I can distinguish between the tens and one's place when adding 2 two-digit numbers. (R)</p> <p>I can add a two-digit number with a one-digit number. (S)</p> <p>I can solve an adding problem with a two-digit number adding multiples of 10. (S)</p>	<p><b>Lesson 23</b></p> <p><b>Lesson 24</b></p> <p><b>Lesson 25</b></p>

	I can use various strategies based on place value to solve a two-digit addition problem. (R)	
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**4<sup>th</sup> 9 Weeks**

1.G.A.1	<p>I can identify shapes by shape name. (K)</p> <p>I can explain attributes of a shape. (R)</p> <p><b>I can sort shapes by attributes. (R)</b></p> <p>I can draw shapes. (S)</p>	<b>Lesson 26</b>
1.G.A.2	<p><b>I can create a picture using two-dimensional shapes. (P)</b></p> <p>I can compose a new shape from my original picture using 2-D shapes. (P)</p> <p><b>I can create a picture using three-dimensional shapes. (P)</b></p> <p>I can compose a new shape from my original picture using 3-D shapes. (P)</p>	<b>Lesson 27</b>
1.G.A.3	<p><b>I can draw a line to show circles/rectangles into 2 equal parts. (S)</b></p> <p><b>I can use words "half of" and "halves" to name the 2 equal parts.</b></p>	<b>Lesson 28</b>

	<p>I can name the whole shape as 2 parts. (K)</p> <p>I can draw to show circles/rectangles into 4 equal parts. (S)</p> <p>I can use the words "quarter of" and "quarters" to name the 4 equal parts. (K)</p> <p>I can use the words "fourths of" and "fourths" to name the 4 equal parts. (K)</p> <p>I can name the whole as 4 parts. (K)</p> <p>I can explain the more pieces you have the smaller the pieces will be. (K)</p>	
<p>1.MD.C.5</p>	<p>I can sort objects into groups by what they have in common. (S)</p> <p>I can collect data using tally marks to show (represent) the response to a question. (S)</p> <p>I can use data to construct a table or graph. (P)</p> <p>I can use the data of a table or graph to answer questions about the result that were taken. (R)</p>	<p><b>Lesson 29</b></p> <p><b>Lesson 30</b></p>
<p>1.MD.A.1</p>	<p>I can order 3 objects from shortest to longest. (S)</p> <p>I can order 3 objects from longest to shortest. (S)</p> <p>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)</p>	<p><b>Lesson 31</b></p> <p><b>Lesson 32</b></p>

1.MD.A.2	I can use objects (paperclips, crayons, counters, etc.) to measure length of objects and express length using whole numbers. (S)	<b>Lesson 33</b>
1.MD.B.3	I can tell time to the hour on an analog clock. (K) I can tell time to the hour on a digital clock. (K)  I can tell time to the half hour on a digital clock. (K) I can tell time to the half hour on an analog clock. (K)	<b>Lesson 34</b>
1.MD.B.4	I can count pennies, nickels, dimes, and quarters up to \$1 and use the cent symbol.	<b>Lesson 35</b>