



SUBJECT: Mathematics	GRADE: 1st	MONTH: February/March
<u>COMMON CORE STANDARD</u>	<u>RESOURCE CORRELATION/LESSON</u>	<u>ACADEMIC VOCABULARY</u>
1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A. 10 can be thought of as a bundle of ten ones – called a “ten.” B. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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). Compare the two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Georgia Framework Unit 6~ Understanding Place Value	Addition Benchmark Chart Compare Compose Counting on Data Decompose Equal to Less than More than Number line Place value – tens and ones Representation Subtraction Table tally mark Ten frame addends Add Difference Digit Symbol Numeral
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.		
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.		
End of Unit Assessment/Performance Tasks: http://www.rda.aps.edu/mathtaskbank/start.htm Suggested Assessments:		