COMMON CORE
Standards Plus®

Mathematics
Grade 1
Teacher Edition

ISBN: 978-1-61032-294-2

Common Core Standards Plus® - Mathematics Grade 1

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Common Core Standards Plus® - Mathematics Grade 1

What is Common Core Standards Plus?

Research Behind Standards Plus:
Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

What is Standards Plus?
Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

Three Types of Lessons:

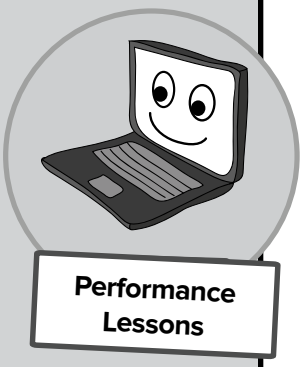
Daily Lessons and Weekly Assessments (Evaluations):

(15-20 minutes daily)

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards. **A week of instruction** is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.

Performance Lessons:

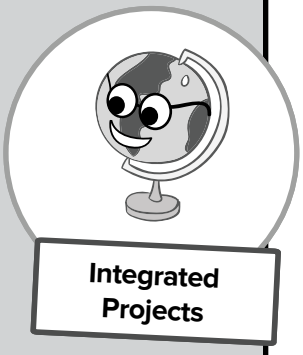
(3-5 days 30 minutes each day)



After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3. These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.

Integrated Projects:

(Multiple class sessions over several days or weeks)



Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.

Common Core Standards Plus® - Mathematics Grade 1

Delivering the Daily Lessons

Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.

Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.

Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, "What do I want students to know and do by the end of today's lesson?"
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.

Teach a Daily Lesson (15-20 minutes)

Every Day

1. **Project the student lesson**
2. **Read the standard(s**) aloud with students, highlighting the part of the standard being taught in today's lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**
   Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
   - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
   - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
   - Differentiate instruction for struggling students by assigning fewer items.
   - Prompt and praise students for making attempts.
7. **Complete the Review**
   - Review answers when all students have completed Independent Practice or when your timeframe has expired.
   - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
   - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

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Delivering the Lessons

Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.

Prepare to Teach a Performance Lesson

Allocate 30 minutes a day for 3-5 days to complete a performance lesson.

Periodically

Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

NOTE: Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson ***has a large guided practice section.*** This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.

Prepare to Teach an Integrated Project

Multiple class sessions over several days or weeks.

3 Times a Year

Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

NOTE: Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish witting as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

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Suggested Pacing

Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides a logical progression of the skills and concepts to support mastery of the grade level standards.

Each white row represents a week of instruction.

A week of instruction includes **four daily lessons** (L) and a **weekly formative assessment** /evaluation (E).

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

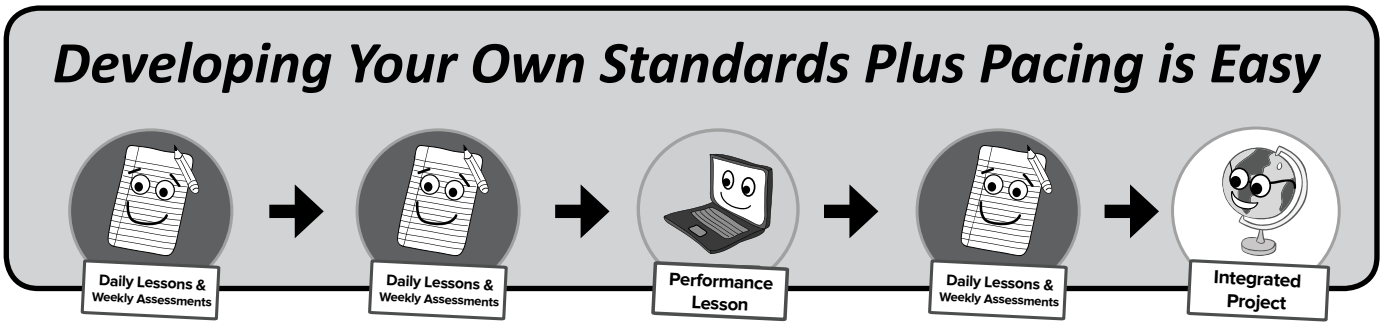
Suggested Pacing Guide

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	NBT Part 1 – Number & Place Value L1-4, E1	1.NBT.1	26-35	**1-2**
2	NBT Part 1 – Number & Place Value L5-8, E2	1.NBT.1	36-45	**1-2**
3	NBT Part 1 – Number & Place Value L9-12, E3	1.NBT.2, 1.NBT.2a	46-55	**1-2**
4	NBT Part 1 – Number & Place Value L13-16, E4	1.NBT.2b	56-65	**1-2**
5	NBT Part 1 – Number & Place Value L17-20, E5	1.NBT.2c	66-75	**1-2**
6	NBT Part 1 – Number & Place Value L21-24, E6	1.NBT.3	76-85	**1-2**
Performance Lesson 1 – All About Numbers		1.NBT.1, 1.NBT.2, 1.NBT.2a-b, 1.NBT.3	86	**3**
7	Geometry L1-4, E1	1.G.1	94-103	**1-2**
8	Geometry L5-8, E2	1.G.2	104-113	**1-2**
9	Geometry L9-12, E3	1.G.3	114-123	**1-2**
Performance Lesson 2 – Shape It		1.G.1, 1.G.2, 1.G.3	124	**3**
10	OA Part 1 – Problem Solving Strategies L1-4, E1	1.OA.1	144-153	**1-2**
11	OA Part 1 – Problem Solving Strategies L5-8, E2	1.OA.1	154-163	**1-2**
12	OA Part 1 – Problem Solving Strategies L9-12, E3	1.OA.1	164-173	**1-2**
13	OA Part 1 – Problem Solving Strategies L13-16, E4	1.OA.1	174-183	**1-2**
Performance Lesson 3 – Put It Together or Take It Apart		1.OA.1	184	**3**
14	OA Part 1 – Problem Solving Strategies L17-20, E5	1.OA.1	188-197	**1-2**
15	OA Part 1 – Problem Solving Strategies L21-24, E6	1.OA.1	198-207	**1-2**
16	OA Part 1 – Problem Solving Strategies L25-28, E7	1.OA.1	208-217	**1-2**
17	OA Part 1 – Problem Solving Strategies L29-32, E8	1.OA.2	218-227	**1-2**
Performance Lesson 4 – Representing Addition & Subtraction		1.OA.1, 1.OA.2	228	**3**
18	Measurement & Data L1-4, E1	1.MD.1	238-247	**1-2**
Performance Lesson 5 – How Long Is It?		1.MD.1	248	**3**
19	Measurement & Data L5-8, E2	1.MD.3	250-259	**1-2**
Performance Lesson 6 – Do You Have the Time?		1.MD.3	260	**3**
20	Measurement & Data L9-12, E3	1.MD.4	264-273	**1-2**
Performance Lesson 7 – Working with Data		1.MD.4	274	**3**
21	OA Part 2 – Operations Within 20 L1-4, E1	1.OA.3	294-303	**1-2**
22	OA Part 2 – Operations Within 20 L5-8, E2	1.OA.4	304-313	**1-2**
23	OA Part 2 – Operations Within 20 L9-12, E3	1.OA.5	314-323	**1-2**
Performance Lesson 8 – How Are They Related?		1.OA.3, 1.OA.4, 1.OA.5	324	**3**

Suggested pacing continues at the top of the next page.

Suggested Pacing Guide Continued

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
24	OA Part 2 – Operations Within 20 L13-16, E4	1.OA.6	328-337	**1-2**
25	OA Part 2 – Operations Within 20 L17-20, E5	1.OA.6	338-347	**1-2**
26	OA Part 2 – Operations Within 20 L21-24, E6	1.OA.6	348-357	**1-2**
27	OA Part 2 – Operations Within 20 L25-28, E7	1.OA.6	358-367	**1-2**
Performance Lesson 9 – From 0 to 20		1.OA.6	368	**3**
28	NBT Part 2 – Addition & Subtraction L1-4, E1	1.NBT.4	378-387	**1-2**
29	NBT Part 2 – Addition & Subtraction L5-8, E2	1.NBT.4	388-397	**1-2**
30	NBT Part 2 – Addition & Subtraction L9-12, E3	1.NBT.4	398-407	**1-2**
Performance Lesson 10 – Add It Up		1.NBT.4	408-409	**3**
31	NBT Part 2 – Addition & Subtraction L13-16, E4	1.NBT.5	414-423	**1-2**
32	NBT Part 2 – Addition & Subtraction L17-20, E5	1.NBT.6	424-433	**1-2**
Performance Lesson 11 – Working with Two-Digit Numbers		1.NBT.5, 1.NBT.6	434	**3**
33	OA Part 3 – Equations L1-4, E1	1.OA.7	444-453	**1-2**
34	OA Part 3 – Equations L5-8, E2	1.OA.8	454-463	**1-2**
Performance Lesson 12 – Addition & Subtraction Equations		1.OA.7, 1.OA.8	464	**3**



The Common Core Standards Plus lessons can be easily paced to match:

- **Core publisher textbooks**
- **District or site pacing**
- **District benchmarks**

Here's How:

The Lesson Index found on pages **12-19** lists the Domain, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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Project-Based Learning Pacing

Pacing Explanation:

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb's Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

If you are using Common Core Standards Plus to support Project-Based Learning, here's an example of how you might schedule the instruction to fit your instructional day:

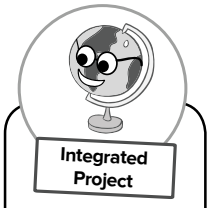
Week	Monday	Tuesday	Wednesday	Thursday	Friday
18	***Measurement & Data*** *Lesson 1*	***Measurement & Data*** *Lesson 2*	***Measurement & Data*** *Lesson 3*	***Measurement & Data*** *Lesson 4*	***Measurement & Data*** *Evaluation 1*
	Performance Lesson 5: *How Long Is It?*				
	Project Component: *Interpreting the Data*				

This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

Common Core Standards Plus® - Mathematics Grade 1

Project-Based Learning Pacing

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
9-Week PBL Plan		
1	Number & Place Value – NBT Part 1 1-4, E1	**Integrated Project #1** *A Picture is Worth a Thousand Words*
2	Number & Place Value – NBT Part 1 5-8, E2	
3	Number & Place Value – NBT Part 1 9-12, E3	Analyzing a Picture Made of Shapes
4	Number & Place Value – NBT Part 1 13-16, E4	
5	Number & Place Value – NBT Part 1 17-20, E5	Counting and Recording Shapes
6	No. & Place Value – NBT Pt 1 21-24, E6 / ***Performance Lesson 1***	Counting and Recording Shapes
7	Geometry 1-4, E1	Describing the Picture with Shapes and Numbers
8	Geometry 5-8, E2	Describing the Picture with Sentences
9	Geometry 9-12, E3 / ***Performance Lesson 2***	Finalizing the Project
11-Week PBL Plan		
10	Problem Solving Strategies – OA Part 1 1-4, E1	**Integrated Project #2** *Measuring Me!*
11	Problem Solving Strategies – OA Part 1 5-8, E2	
12	Problem Solving Strategies – OA Part 1 9-12, E3	Making a Model
13	Prob. Solving Strat. – OA Pt 1 13-16, E4 / ***Performance Lesson 3***	Making a Model
14	Problem Solving Strategies – OA Part 1 17-20, E5	Measuring and Recording Measurements
15	Problem Solving Strategies – OA Part 1 21-24, E6	Measuring and Recording Measurements
16	Problem Solving Strategies – OA Part 1 25-28, E7	Representing the Data
17	Prob. Solving Strat. – OA Pt 1 29-32, E8 / ***Performance Lesson 4***	
18	Measurement and Data 1-4, E1 / ***Performance Lesson 5***	Interpreting the Data
19	Measurement and Data 5-8, E2 / ***Performance Lesson 6***	Sharing the Results
20	Measurement and Data 9-12, E3 / ***Performance Lesson 7***	
14-Week PBL Plan		
21	Operations Within 20 – OA Part 2 1-4, E1	***Integrated Project #3*** ***The Meaning of a Number***
22	Operations Within 20 – OA Part 2 5-8, E2	
23	Operations Within 20-OA Pt 2 9-12, E3 / ***Performance Lesson 8***	Assigning and Representing Numbers
24	Operations Within 20 – OA Part 2 13-16, E4	Assigning and Representing Numbers
25	Operations Within 20 – OA Part 2 17-20, E5	
26	Operations Within 20 – OA Part 2 21-24, E6	Writing Equations to Represent the Number
27	Oper. Within 20-OA Pt 2 25-28, E7 / ***Performance Lesson 9***	Writing Equations to Represent the Number
28	Addition & Subtraction – NBT Part 2 1-4, E1	
29	Addition & Subtraction – NBT Part 2 5-8, E2	Designing the Poster
30	Add & Subtract – NBT Part 2 9-12, E3 / ***Performance Lesson 10***	Designing the Poster
31	Addition & Subtraction – NBT Part 2 13-16, E4	
32	Add & Subtract – NBT Pt 2 17-20, E5 / ***Performance Lesson 11***	Presenting the Poster
33	Equations – OA Part 3 1-4, E1	Presenting the Poster
34	Equations – OA Part 3 5-8, E2 / ***Performance Lesson 12***	



Each project component may take up to two weeks of instruction.

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Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Number and Place Value – NBT – Part 1 (Number and Operations in Base Ten Standards: 1.NBT.1 –1.NBT.3)	**1**	Counting to 120	**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.	**26**	**3**	**1-2**
	2	Reading Numerals		**28**	**4**	
	3	Writing Numerals		**30**	**5**	
	4	Writing Numerals		**32**	**6**	
	E1	Evaluation – Numerals 1-120		**34**	**7**	
	5	Writing Numerals	**1.NBT.1**	**36**	**9**	**1-2**
	6	Writing Numerals		**38**	**10**	
	7	Writing Numerals		**40**	**11**	
	8	Writing Numerals		**42**	**12**	
	E2	Evaluation – Numerals 1-120		**44**	**13**	
	9	Place Value	**1.NBT.2**: Understand that the two digits of a two-digit number represent amounts of tens and ones. **1.NBT.2a:** 10 can be thought of as a bundle of ten ones – called a "ten."	**46**	**15**	**1-2**
	10	Place Value		**48**	**16**	
	11	Place Value		**50**	**17**	
	12	Place Value		**52**	**18**	
	E3	Evaluation – Place Value		**54**	**19**	
	13	Place Value	**1.NBT.2b:** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**56**	**21**	**1-2**
	14	Place Value		**58**	**22**	
	15	Place Value		**60**	**23**	
	16	Place Value		**62**	**24**	
	E4	Evaluation – Place Value		**64**	**25**	
	17	Decade Numbers	**1.NBT.2c:** 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).	**66**	**27**	**1-2**
	18	Decade Numbers		**68**	**28**	
	19	Decade Numbers		**70**	**29**	
	20	Decade Numbers		**72**	**30**	
	E5	Evaluation – Decade Numbers		**74**	**31**	
	21	Comparing Numbers	**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 <.	**76**	**33**	**1-2**
	22	Comparing Numbers		**78**	**34**	
	23	Comparing Numbers		**80**	**35**	
	24	Comparing Numbers		**82**	**36**	
	E6	Evaluation – Comparing Numbers		**84**	**37**	
	P1	**Performance Lesson #1** – *All About Numbers* ***(1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.1b, 1.NBT.2c, 1.NBT.3)***		**86**	**39-40**	**3**

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Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Geometry (Geometry Standards: 1.G.1 – 1.G.3)	**1**	Reason with Shapes and Their Attributes	**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.	**94**	**41**	**1-2**
	2	Reason with Shapes and Their Attributes		**96**	**42**	
	3	Reason with Shapes and Their Attributes		**98**	**43**	
	4	Reason with Shapes and Their Attributes		**100**	**44**	
	E1	Evaluation – Reason with Shapes and Their Attributes		**102**	**45**	
	5	Composing Shapes	**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.	**104**	**47**	**1-2**
	6	Composing Shapes		**106**	**48**	
	7	Composing Shapes		**108**	**49**	
	8	Composing Shapes		**110**	**50**	
	E2	Evaluation – Composing Shapes		**112**	**51**	
	9	Equal Shares: Halves	**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.	**114**	**53**	**1-2**
	10	Equal Shares: Halves		**116**	**54**	
	11	Equal Shares: Fourths		**118**	**55**	
	12	Equal Shares: Fourths		**120**	**56**	
	E3	Evaluation – Partition into Halves and Fourths		**122**	**57**	
	P2	**Performance Lesson #2** – *Shape It* ***(1.G.1, 1.G.2, 1.G.3)***		**124**	**59-61**	**3**
Integrated Project #1: ***A Picture Is Worth a Thousand Words*** ***(1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2c, 1.G.1, 1.G.2, 1.G.3)***				**129-132**	**63-65**	**4**

Prerequisite Common Core Standards Plus Domains:
Number and Place Value – NBT Part 1 and *Geometry*

Product: The students will study a picture that is composed of many shapes. They will count the individual shapes and the total shapes. They will compare the numbers of identified shapes, show the number of shapes using place value and numerals, and analyze figures made from shapes that are composed from other shapes.

Overview: The students will use what they have learned about counting, reading and writing numerals, comparing numbers, shapes and their attributes, and composing shapes to analyze a picture that is composed of many shapes. They will write sentences to explain their learning. Since this is a learning activity, all components will be completed in class.

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Problem Solving Strategies – OA – Part 1 (Operations and Algebraic Thinking Standards: 1.OA.1 – 1.OA.2)	**1**	Addition Word Problems	**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.	**144**	**67**	**1-2**
	2	Addition Word Problems		**146**	**68**	
	3	Subtraction Word Problems		**148**	**69**	
	4	Subtraction Word Problems		**150**	**70**	
	E1	Evaluation – Addition & Subtraction Problems		**152**	**71**	
	5	Counting On Problems	**1.OA.1**	**154**	**73**	**1-2**
	6	Counting On Problems		**156**	**74**	
	7	Counting On Problems		**158**	**75**	
	8	Counting On Problems		**160**	**76**	
	E2	Evaluation – Counting On Problems		**162**	**77**	
	9	Counting On Problems	**1.OA.1**	**164**	**79**	**1-2**
	10	Counting On Problems		**166**	**80**	
	11	Counting On Problems		**168**	**81**	
	12	Counting On Problems		**170**	**82**	
	E3	Evaluation – Counting On Problems		**172**	**83**	
	13	Putting Together & Taking Apart Problems	**1.OA.1**	**174**	**85**	**1-2**
	14	Putting Together & Taking Apart Problems		**176**	**86**	
	15	Putting Together & Taking Apart Problems		**178**	**87**	
	16	Putting Together & Taking Apart Problems		**180**	**88**	
	E4	Evaluation – Putting Together & Taking Apart Problems		**182**	**89**	
	P3	**Performance Lesson #3** – *Put It Together or Take It Apart* ***(1.OA.1)***		**184**	**91-93**	**3**
	17	Compare Problems	**1.OA.1**	**188**	**95**	**1-2**
	18	Compare Problems		**190**	**96**	
	19	Compare Problems		**192**	**97**	
	20	Compare Problems		**194**	**98**	
	E5	Evaluation – Compare Problems		**196**	**99**	
	21	Models and Equations	**1.OA.1**	**198**	**101**	**1-2**
	22	Models and Equations		**200**	**102**	
	23	Models and Equations		**202**	**103**	
	24	Models and Equations		**204**	**104**	
	E6	Evaluation – Models and Equations		**206**	**105**	
	25	Models and Equations	**1.OA.1**	**208**	**107**	**1-2**
	26	Models and Equations		**210**	**108**	
	27	Models and Equations		**212**	**109**	
	28	Models and Equations		**214**	**110**	
	E7	Evaluation – Models and Equations		**216**	**111**	

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Problem Solving Strategies – OA – Part 1	29	Adding with Three Addends	**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.	218	113	1-2
	30	Adding with Three Addends		220	114	
	31	Adding with Three Addends		222	115	
	32	Adding with Three Addends		224	116	
	E8	Evaluation – Adding with Three Addends		226	117	
	P4	**Performance Lesson #4** – *Representing Addition and Subtraction* ***(1.OA.1, 1.OA.2)***		228	119-121	3
Measurement and Data (Measurement and Data Standards: 1.MD.1, 1.MD.3 –1.MD.4)	1	Lengths of Objects	**1.MD.1:** Order three objects by length; compare the lengths of two objects indirectly by using a third object.	238	123	1-2
	2	Lengths of Objects		240	124	
	3	Lengths of Objects		242	125	
	4	Lengths of Objects		244	126	
	E1	Evaluation – Length of Objects		246	127	
	P5	**Performance Lesson #5** – *How Long Is It?* ***(1.MD.1)***		248	129	3
	5	Telling Time	**1.MD.3:** Tell and write time in hours and half-hours using analog and digital clocks.	250	131	1-2
	6	Telling Time		252	132	
	7	Telling Time		254	133	
	8	Telling Time		256	134	
	E2	Evaluation – Telling Time		258	135	
	P6	**Performance Lesson #6** – *Do You Have the Time?* ***(1.MD.3)***		260	137-138	3
	9	Representing and Interpreting Data	**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.	264	139	1-2
	10	Representing and Interpreting Data		266	140	
	11	Representing and Interpreting Data		268	141	
	12	Representing and Interpreting Data		270	142	
	E3	Evaluation – Representing and Interpreting Data		272	143	
	P7	**Performance Lesson #7** – *Working with Data* ***(1.MD.4)***		274	145-146	3
Integrated Project #2 – *Measuring Me!* ***(1.OA.1, 1.OA.2, 1.MD.1, 1.MD.2, 1.MD.3, 1.MD.4)***				279-282	147-149	4

Prerequisite Common Core Standards Plus Domains:
Problem Solving Strategies – OA – Part 1 and *Measurement and Data*

Product: The students will work with partners to make a model of themselves, measure different parts of themselves using paperclip chains, and represent and interpret the measurement data collected.

Overview: The students will use what they have learned about counting, number patterns, putting together, measuring, modeling, and representing and interpreting data to create a model of themselves on butcher paper, measure lengths on their model, and represent and interpret the measures they make. They will share their model in a small group, and the groups will discuss the models and data displays. Since this is a learning activity, all components will be completed in class.

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Operations Within 20 – OA – Part 2 (Operations and Algebraic Thinking Standards: 1.OA.3 – 1.OA.6)	**1**	Commutative Property of Addition	**1.OA.3:** Apply properties of operations as strategies to add and subtract.	**294**	**151**	**1-2**
	2	Commutative Property of Addition		**296**	**152**	
	3	Associative Property of Addition		**298**	**153**	
	4	Associative Property of Addition		**300**	**154**	
	E1	Evaluation – Commutative and Associative Properties of Addition		**302**	**155**	
	5	Unknown-Addend Problems	**1.OA.4:** Understand subtraction as an unknown addend problem.	**304**	**157**	**1-2**
	6	Unknown-Addend Problems		**306**	**158**	
	7	Unknown-Addend Problems		**308**	**159**	
	8	Unknown-Addend Problems		**310**	**160**	
	E2	Evaluation – Unknown-Addend Problems		**312**	**161**	
	9	Counting in Addition	**1.OA.5:** Relate counting to addition and subtraction. (e.g., by counting on 2 to add 2).	**314**	**163**	**1-2**
	10	Counting in Addition		**316**	**164**	
	11	Counting in Subtraction		**318**	**165**	
	12	Counting in Subtraction		**320**	**166**	
	E3	Evaluation – Counting in Addition and Subtraction		**322**	**167**	
	P8	**Performance Lesson #8** – *How Are They Related?* ***(1.OA.3, 1.OA.4, 1.OA.5)***		**324**	**169-171**	**3**
	13	Addition to 20 – Making Ten	**1.OA.6:** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as…creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	**328**	**173**	**1-2**
	14	Addition to 20 – Making Ten		**330**	**174**	
	15	Addition to 20 – Making Ten		**332**	**175**	
	16	Addition to 20 – Making Ten		**334**	**176**	
	E4	Evaluation – Addition to 20 – Making Ten		**336**	**177**	
	17	Creating Equivalents	**1.OA.6**	**338**	**179**	**1-2**
	18	Creating Equivalents		**340**	**180**	
	19	Creating Equivalents		**342**	**181**	
	20	Creating Equivalents		**344**	**182**	
	E5	Evaluation – Creating Equivalents		**346**	**183**	
	21	Addition & Subtraction – Inverse Relationships	**1.OA.6**	**348**	**185**	**1-2**
	22	Addition & Subtraction – Inverse Relationships		**350**	**186**	
	23	Addition & Subtraction – Inverse Relationships		**352**	**187**	
	24	Addition & Subtraction – Inverse Relationships		**354**	**188**	
	E6	Evaluation – Addition & Subtraction – Inverse Relationships		**356**	**189**	

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Operations Within 20 – OA – Part 2	**25**	Subtraction Within 20 – Decomposing to Ten	**1.OA.6**	**358**	**191**	**1-2**
	26	Subtraction Within 20 – Decomposing to Ten		**360**	**192**	
	27	Subtraction Within 20 – Decomposing to Ten		**362**	**193**	
	28	Subtraction Within 20 – Decomposing to Ten		**364**	**194**	
	E7	Evaluation - Subtraction Within 20 – Decomposing to Ten		**366**	**195**	
	P9	**Performance Lesson #9** – *From 0 to 20* ***(1.OA.6)***		**368**	**197-199**	**3**
Addition & Subtraction – NBT – Part 2 (Number and Operations in Base Ten Standards: 1.NBT.4 – 1.NBT.6)	**1**	Add Within 100	**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.	**378**	**201**	**1-2**
	2	Add Within 100		**380**	**202**	
	3	Add Within 100		**382**	**203**	
	4	Add Within 100		**384**	**204**	
	E1	Evaluation – Add Within 100		**386**	**205**	
	5	Add Within 100	**1.NBT.4**	**388**	**207**	**1-2**
	6	Add Within 100		**390**	**208**	
	7	Add Within 100		**392**	**209**	
	8	Add Within 100		**394**	**210**	
	E2	Evaluation – Add Within 100		**396**	**211**	
	9	Add Within 100	**1.NBT.4**	**398**	**213**	**1-2**
	10	Add Within 100		**400**	**214**	
	11	Add Within 100		**402**	**215**	
	12	Add Within 100		**404**	**216**	
	E3	Evaluation – Add Within 100		**406**	**217**	
	P10	**Performance Lesson #10** – *Add It Up* ***(1.NBT.4)***		**408-409**	**219-221**	**3**
	13	Mentally Find 10 More	**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.	**414**	**223**	**1-2**
	14	Mentally Find 10 More		**416**	**224**	
	15	Mentally Find 10 Less		**418**	**225**	
	16	Mentally Add and Subtract		**420**	**226**	
	E4	Evaluation – Mentally Add and Subtract		**422**	**227**	
	17	Subtracting Tens	**1.NBT.6:** Subtract multiples of ten in the range of 10-90 from multiples of ten 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.	**424**	**229**	**1-2**
	18	Subtracting Tens		**426**	**230**	
	19	Subtracting Tens		**428**	**231**	
	20	Subtracting Tens		**430**	**232**	
	E5	Evaluation – Subtracting Tens		**432**	**233**	
	P11	**Performance Lesson #11** – *Working with Two-Digit Numbers* ***(1.NBT.5, 1.NBT.6)***		**434**	**235-237**	**3**

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Equations – OA – Part 3 (Operations and Algebraic Thinking Standards: 1.OA.7 – 1.OA.8)	**1**	The Equal Sign	**1.OA.7:** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	**444**	**239**	**1-2**
	2	The Equal Sign		**446**	**240**	
	3	The Equal Sign		**448**	**241**	
	4	The Equal Sign		**450**	**242**	
	E1	Evaluation – The Equal Sign		**452**	**243**	
	5	Unknown Numbers in Equations	**1.OA.8:** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	**454**	**245**	**1-2**
	6	Unknown Numbers in Equations		**456**	**246**	
	7	Unknown Numbers in Equations		**458**	**247**	
	8	Unknown Numbers in Equations		**460**	**248**	
	E2	Evaluation – Unknown Numbers in Equations		**462**	**249**	
	P12	**Performance Lesson** – *Addition and Subtraction Equations* ***(1.OA.7, 1.OA.8)***		**464**	**251-253**	**3**
Integrated Project #3: ***The Meaning of a Number*** ***(1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.4, 1.NBT.5, 1.NBT.6)***				**471-475**	**254-256**	**4**

Prerequisite Common Core Standards Plus Domains:
Operations Within 20 – OA – Part 2 and *Addition & Subtraction – NBT – Part 2* and *Equations – OA – Pat 3*

Product: The students will each create a poster that shows multiple ways to represent a two-digit number using addition, subtraction, composing, decomposing, models, and equations.

Overview: The students will use what they have learned about addition, subtraction, two-digit numbers, inverse relationships, equivalents, composing, decomposing, modeling, and equations to create a poster that shows many ways to represent a single number. They will orally present their posters to the class at the conclusion of the project. Since this is a learning activity, all components will be completed in class.

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Number and Place Value – NBT – Part 1 (Number and Operations in Base Ten Standards: 1.NBT.1 –1.NBT.3)	**1**	Counting to 120	**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.	**26**	**3**	**1-2**
	2	Reading Numerals		**28**	**4**	
	3	Writing Numerals		**30**	**5**	
	4	Writing Numerals		**32**	**6**	
	E1	Evaluation – Numerals 1-120		**34**	**7**	
	5	Writing Numerals	**1.NBT.1**	**36**	**9**	**1-2**
	6	Writing Numerals		**38**	**10**	
	7	Writing Numerals		**40**	**11**	
	8	Writing Numerals		**42**	**12**	
	E2	Evaluation – Numerals 1-120		**44**	**13**	
	9	Place Value	**1.NBT.2**: Understand that the two digits of a two-digit number represent amounts of tens and ones. **1.NBT.2a:** 10 can be thought of as a bundle of ten ones – called a "ten."	**46**	**15**	**1-2**
	10	Place Value		**48**	**16**	
	11	Place Value		**50**	**17**	
	12	Place Value		**52**	**18**	
	E3	Evaluation – Place Value		**54**	**19**	
	13	Place Value	**1.NBT.2b:** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	**56**	**21**	**1-2**
	14	Place Value		**58**	**22**	
	15	Place Value		**60**	**23**	
	16	Place Value		**62**	**24**	
	E4	Evaluation – Place Value		**64**	**25**	
	17	Decade Numbers	**1.NBT.2c:** 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).	**66**	**27**	**1-2**
	18	Decade Numbers		**68**	**28**	
	19	Decade Numbers		**70**	**29**	
	20	Decade Numbers		**72**	**30**	
	E5	Evaluation – Decade Numbers		**74**	**31**	
	21	Comparing Numbers	**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 <.	**76**	**33**	**1-2**
	22	Comparing Numbers		**78**	**34**	
	23	Comparing Numbers		**80**	**35**	
	24	Comparing Numbers		**82**	**36**	
	E6	Evaluation – Comparing Numbers		**84**	**37**	
	P1	**Performance Lesson #1** – *All About Numbers* ***(1.NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.1b, 1.NBT.2c, 1.NBT.3)***		**86**	**39-40**	**3**