This document outlines the academic goals, the activities and materials used in the First Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week __1_ to ___3	(1) Number, operation, and quantitative reasoning: whole numbers		
	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;	Manipulatives (bears, beans, sticks, etc), index cards, Envision Topic 1	
	(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;	Manipulatives (bears, beans, sticks, etc), index cards, Envision Topic 1	
	(C) identify individual coins by name and value and describe relationships among them; and	Actual American currency and dirhams, index cards, Houghton Mifflin Ch 14 and teacher-made worksheets	
	(D) read and write numbers to 99 to describe sets of concrete objects.	One hundred chart, manipulatives (bears, beans, sticks, etc), index cards	
Week __3_ to __6_	(2) Number, operation, and quantitative reasoning: fractional parts of whole objects or sets of objects		
	(A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and	Clay and knives, index cards, manipulatives, Envision Topic 16, Houghton Mifflin Ch 9 and teacher-made worksheets	
	(B) use appropriate language to describe part of a set such as	Clay and knives, index cards, manipulatives, Envision Topic 16	

	three out of the eight crayons are red.	and teacher-made worksheets	
Week _6__ to __12_	(3) Number, operation, and quantitative reasoning: addition and subtraction		
	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and	Manipulatives (bears, beans, sticks, etc), index cards, Envision Topic 1 and 2, Houghton Mifflin Ch 2 and 3 worksheets	
	(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to 9 + 9 = 18 and 18 – 9 = 9).	index cards, Envision Topic 1 and 2 Houghton Mifflin Ch 2 and 3	
Week _30__ to _31__	(4) Patterns, relationships, and algebraic thinking: patterns		
	A) identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.	Shapes, manipulatives, index cards, Envision Topic 3, Houghton Mifflin Ch 12	
Week __12_ to _14__	(5) Patterns, relationships, and algebraic thinking: numbers		
	(A) use patterns to skip count by twos, fives, and tens;	One hundred Chart, manipulatives, Envision Topic 3 and 4, index cards, HM Ch 12	
	(B) find patterns in numbers, including odd and even;	One hundred Chart, Envision Topic 3 and 7 manipulatives, index cards, HM Ch 12	
	(C) compare and order whole numbers using place value;	One hundred Chart, manipulatives, index cards, HM Ch 10 and 12	
	(D) use patterns to develop strategies to solve basic addition and	One hundred Chart, manipulatives, index cards, HM Ch 5 and 6	

	basic subtraction problems; and		
	(E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as 2 + 3 = 5, 3 + 2 = 5, 5 − 2 = 3, and 5 − 3 = 2.	One hundred Chart, addition and subtracton tables, manipulatives, index cards, HM Ch 10, 12 and 19	
Week __31_ to __36_	(6) Geometry and spatial reasoning: two- and three-dimensional geometric figures		
	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);	3D shapes, pictures, HM Ch 7	
	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;	3D shapes, pictures, HM Ch 7	
	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and	3D shapes, pictures, HM Ch 7	
	(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.	Cuisinare rods, 3D shapes, pictures, HM Ch 7	
Week _23__ to _25__	(7) Measurement: attributes of length, area, weight/mass, capacity, and temperature		
	(A) estimate and	Manipulatives, objects,	

	measure length using nonstandard units such as paper clips or sides of color tiles;	HM Ch 17	
	(B) compare and order two or more concrete objects according to length (from longest to shortest);	Manipulatives, objects, HM Ch 17	
	(C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;	Manipulatives, objects, HM Ch 17	
	(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);	Manipulatives, objects, HM Ch 17	
	(E) compare and order two or more containers according to capacity (from holds the most to holds the least);	Manipulatives, objects, HM Ch 18	
	(F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and	Manipulatives, objects, HM Ch 18	
	(G) compare and order two or more objects according to relative temperature (from hottest to coldest).	Manipulatives, objects, HM Ch 18 and combined with Science units	
Week __25_ to __27_	(8) Measurement: time		
	(A) order three or more events according to duration	Morning routine, HM Ch 13 and combined with Science and Social Studies units	
	(B) read time to the hour and half-hour using analog and digital clocks.	Morning routine, HM Ch 13	
Week _27__ to __30_	(9) Probability and		

	statistics: gathers data		
	(A) collect and sort data; and	HM Ch 9 and M& M probability game	
	(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.	HM ch 4, charting events in the year, likes/dislikes, etc	
Week _27__to 30___	(10) Probability and statistics: uses information		
	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and	HM ch 4, charting events in the year, newspaper or already designed charts from internet	
	(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.	Teacher-made games	
Week _15__ to __18_	(11) Underlying processes and mathematical tools		
	(A) identify mathematics in everyday situations;	Infused through morning routine, character count challenges and activities	
	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	Math Challenge or research project related to Science Fair or science class project.	
	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order	Math Challenge or research project related to Science Fair or science class project.	

	to solve a problem; and		
	(D) use tools such as real objects, manipulatives, and technology to solve problems.		
Week __19_ to _22__	(12) Underlying processes and mathematical tools: communication		
	(A) explain and record observations using objects, words, pictures, numbers, and technology; and	Journal for research project related to Science Fair or science class project.	
	(B) relate informal language to mathematical language and symbols.	Math journal	
Week __15_ to __20_	(13) Underlying processes and mathematical tools: logical reasoning		
	A) justify his or her thinking using objects, words, pictures, numbers, and technology.	Math journal	