

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

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Vision Statement

Students in Elkhart Community Schools will develop the competence to solve problems, make generalizations, and make connections between mathematical ideas as well as other disciplines.

Mission Statement

Mathematics instruction will be centered upon reasoning, problem-solving, and mathematical communication skills. This will be accomplished through the presentation of problems in real-world contexts, class discussions that focus on the investigation of mathematical ideas, and the use of technology.

Course Description

0430

Grade 1 students understand representations of numbers up to 100 and show an understanding of fractions, addition, and subtraction. They identify common geometric objects and describe the relative position of objects. They learn how to measure length and show an understanding of picture graphs, money, and time. Students also develop problem solving and reasoning skills.

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POWER INDICATORS

STANDARD 1 – NUMBER SENSE	
<i>Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.</i>	
1.1.1*	Count, read, and write whole numbers up to 100.
EDM 1	
1.1.7*	Recognize when a shape is divided into congruent (matching) parts.
1.1.8*	For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as “__ out of __ parts” and write the fraction.
1.1.10*	Represent, compare, and interpret data using pictures and picture graphs.
STANDARD 2 - COMPUTATION	
<i>Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.</i>	
1.2.1*	Show the meaning of addition (putting together, increasing) using objects.
1.2.2*	Show the meaning of subtraction (taking away, comparing, finding the difference) using objects.
STANDARD 3 – ALGEBRA AND FUNCTIONS	
<i>Students use number sentences with the symbols +, -, and = to solve problems.</i>	
1.3.1*	Write and solve number sentences from problem situations involving addition and subtraction.
EDM 1	
1.3.4*	Create and extend number patterns using addition.
STANDARD 4 - GEOMETRY	
<i>Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.</i>	
1.4.3	Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. Explain the rule you used.
1.4.4	Identify objects as two- or three-dimensional.
1.4.7	Identify geometric shapes and structures in the environment and specify their location.
STANDARD 5 - MEASUREMENT	
<i>Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.</i>	
1.5.2*	Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.
1.5.6	Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer).

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POWER INDICATORS (Continued)

STANDARD 6 – PROBLEM SOLVING	
<i>Students make decisions about how to set up a problem.</i>	
1.6.2	Use tools such as objects or drawings to model problems.
1.6.3	Explain the reasoning used and justify the procedures selected in solving a problem.

* Extra significance

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K-6 EVERYDAY MATHEMATICS PACING GUIDE

	August/ September	October	November	December	January	February	March	April	May/ June
Kindergarten	pp. 10-26	pp. 27-48	pp. 49-88	pp. 89-118	pp. 119-155	pp. 156-189	pp. 190-225	pp. 226-266	pp. 267-298
First	Sections 1.1-2.3	Sections 2.4-3.3	Sections 3.4-4.4	Sections 4.5-5.3	Sections 5.4-6.4	Sections 6.5-7.2	Sections 7.3-8.5	Sections 8.6-9.6	Sections 9.7-10.7
Second	Sections 1.1-2.7	Sections 2.8-3.6	Sections 3.7-4.7	Sections 4.8-5.10	Sections 6.1-7.3	Sections 7.4-8.5	Sections 8.6-9.11	Sections 10.1-11.3	Sections 11.4-12.8
Third	Sections 1.1-2.3	Sections 2.4-3.4	Sections 3.5-4.10	Sections 5.1-5.13	Sections 6.1-6.13	Sections 7.1-8.2	Sections 3.3-9.7	Sections 9.8-10.6	Sections 10.7-11.10
Fourth	Sections 1.1-2.7	Sections 2.8-3.12	Sections 4.1-4.11	Sections 5.1-5.9	Sections 5.10-6.11	Sections 7.1-8.2	Sections 8.3-9.7	Sections 9.8-10.7	Sections 11.1-12.7
Fifth	Sections 1.1-2.6	Sections 2.7-3.8	Sections 3.9-5.3	Sections 5.4-5.13	Sections 6.1-7.5	Sections 7.6-8.9	Sections 8.10-9.11	Sections 10.1-11.2	Sections 11.3-12.10
Sixth	Sections 1.1-2.3	Sections 2.4-3.3	Sections 3.4-4.4	Sections 4.5-4.12	Sections 5.1-6.3	Sections 6.4-7.3	Sections 7.4-8.6	Sections 8.7-9.7	Sections 9.8-10.6

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Everyday Mathematics Instructional/Assessment Grid

MMR = Mental Math Reflex, TLG = Teacher's Lesson Guide, SL = Study Link

Unit 1 Pacing: Late August

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (1.14 p. 71ff)	Games, H.L., Assessments TLG page:	Other
1a	DS	Count by 5's to 40 <i>EM Strand:</i> Numeration <i>IN Standard:</i> 2.1.1		p.18 (1.2) p.23 (1.3) p.40 (1.7)			Oral #3		
1b	DS	Count by 2's to 40 <i>EM Strand:</i> Numeration <i>IN Standard:</i> 2.1.1		p.52 (1.10) p.67 (1.13)			Oral #4		
1c	DS	Write numbers from 1-20 <i>EM Strand:</i> Numeration <i>IN Standard:</i> 1.1.1					Slate #1-7 Written #1,3,6 ISTEP+ Test 5 #1-3		Masters p.2
1d	DS	Compare pairs of numbers less than 16 <i>EM Strand:</i> Numeration <i>IN Standard:</i> 1.1.5					Slate #1-5 Written #3-5	Top-it (1.6) p.36	
1e	D	Write and count tallies <i>EM Strand:</i> Numeration <i>IN Standard:</i>		p.43 (1.8)			Written #1,2 ISTEP+ Test 1 #5	Dice Roll & Tally (1.5) p. 44	
1f	S	Count up and back by 1's, starting with any number up to and including 20. <i>EM Strand:</i> Numeration <i>IN Standard:</i> 1.1.4		p.40 (1.7) p.47 (1.9)			Oral #1,2 Written #3 ISTEP+ Test 1 # 1-4		
1g	S	Count 20 or more objects <i>EM Strand:</i> Numeration <i>IN Standard:</i> 1.1.1					Slate #6,7 Written #3 ISTEP+ Test 5 #1-3	Alt Assess. Bundle Craft Sticks p. 74	Extra Practice p.29 Minute Math p 29, 31

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Unit 2 Pacing: Late September / Early October

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (2.14 p. 149ff)	Games, H.L., Assessments TLG page:	Other
2a	DS Calculate the values of combinations of pennies and nickels <i>EM Strand: Computation IN Standard:1.5.7</i>		p. 140 (2.12)	p. 23 (2.10) #1-5 p.29 (2.13) #1-2	p. 30 (2.13) #4	Written #3-5 ISTEP+ Test 2 #1,2,3	Solving Penny Grab Problems (2.8) p.123 Playing Nickel/Penny Grab (2.11) p.138	
2b	D Find Complements of 10 <i>EM Strand: Computation IN Standard:1.2.3</i>				p. 16 (2.6) #3 p. 22 (2.9) #1 p. 30 (2.13) #3	Slate #6	Two-Fisted Penny Addition (2.3) p. 98	Enrichment p. 105 Masters p.10
2c	D Solve addition and subtraction number stories <i>EM Strand: Algebra IN Standard:1.3.1</i>		p. 117 (2.7)			Slate #3, 6 ISTEP+ Test 6 #5,6		
2d	DS Count up and back by 1's on the number grid <i>EM Strand: Numeration IN Standard:</i>		p. 88 (2.1)		p. 19 (2.8) #1,2 p. 22 (2.9) #4 p. 26 (2.11) #3 p. 30 (2.13) #1	Oral #5 Slate #1	Rolling to 50 (2.1) p. 89	
2e	DS Tell time to the nearest hour <i>EM Strand: Measurement IN Standard:1.5.6</i>			p.15 (2.6)	p. 24 (2.10) #2 p. 26 (2.11) #4 p. 27 (2.12) #1 p. 30 (2.13) #2	Oral #6 Written #1,2 ISTEP+ Test 4 #3-6		Masters p.14
2f	DS Exchange pennies for nickels <i>EM Strand: Computation IN Standard:1.5.7</i>			p.20 (2.9) p.23 (2.10) #4,5	p.24 (2.19) #3 p.31 (2.14) #2	Written #5 p. 150 ISTEP+ Test 2 #1,2,3	Exchange Game (2.9) p.127 Nickel Penny Grab (2.11) p.138	
2g	S Count by 2's to 40. Count by 5's to 50 <i>EM Strand: Number Sense</i>		p.145 (2.13)		p. 17 (2.7) #1 5's p. 24 (2.10) #4 2's p. 26 (2.11) #2 5's	Oral #1,2,3 p. 150		

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		<i>IN Standard:2.1.1</i>				p. 31 (2.14) #4 2's			
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Unit 3 Pacing: Late October

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (3.15 p.237ff)	Games, H.L., Assessments TLG page:	Other
3a	BD	Complete Frames-and-Arrows diagrams <i>Strand: Algebra</i> <i>IN Standard:1.3.4</i>			p. 47 (3.8) p. 49 (3.9) p. 56 (3.11)	p.59 (3.12) #4	Written #4		3.8 Frames and Arrows, Masters p.28
3b	D	Identify and complete patterns <i>Strand: Algebra</i> <i>IN Standard:1.3.4</i>			p.36 (3.3) p.47 (3.8) p.49 (3.9)	p.46 (3.7) #3	Written #4 ISTEP+ Test 4 #1,2	Alternative Assess. Identify and Complete Patterns, p.239	Masters (3.14) p.31 Extra Practice (3.1) p. 172
3c	D	Solve addition and subtraction problems by skip counting on the number line and the number grid. <i>Strand: Computation</i> <i>IN Standard:2.1.2</i>			p.40 (3.5) p.42 (3.6) p.53 (3.10)		Oral #1,2,3 Slate #1 Written #5		
3d	D	Identify numbers as even or odd. <i>Strand: Numeration</i> <i>IN Standard:2.1.7</i>		p. 232 (3.14)		p.43 (3.6) #2 p.59 (3.12) #1	Slate #5 Written #2	H.L. (3.5) p. 191 & Masters p. 184	Masters p. 23, 24
3e	D	Know the values of pennies, nickels, and dimes, and calculate the values of combinations of these coins. <i>Strand: Operations</i> <i>IN Standard:1.5.7</i>			p. 58 (3.12)	p. 48 (3.8) #3 p. 61 (3.13) #1	Written #3 ISTEP+ Test 2 #1,2,3	Coin Top-It (3.11) p. 221 Coin Dice (3.15) p. 240 H.L. (3.11) p.220 & Masters p. 192	Reteach p. 221
3f	D	Tell time to the nearest half-hour. <i>Strand: Measurement</i> <i>IN Standard:1.5.6</i>			p.44 (3.7)	p. 61 (3.13) #3	Written #1 Oral #4 ISTEP+ Test 4 #3-6		
3g	D	Solve addition and subtraction number stories. <i>Strand: Computations</i> <i>IN Standard: 1.3.1</i>		p. 222 (3.12)			Slate #3 ISTEP+ Test 6 #3,6		

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Unit 4 Pacing: Late November

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (4.13 p.317ff)	Games, H.L., Assessments TLG page:	Other
4a	D Use standard units for measuring length. <i>Strand: Measurement</i> <i>IN Standard: 1.5.1</i>				p. 82 (4.6) #4 p. 86 (4.8) #4 p. 94 (4.12) #4	Written #3-6		
4b	D Find sums and missing addends. <i>Strand: Computation/Algebra</i> <i>IN Standard: 1.3.3</i>			p. 88 (4.9) p. 91 (4.11)	p. 86 (4.8) #3 p. 92 (4.11) #1 p. 94 (4.12) #2 p. 95 (4.13) #3	Written #8-13	Two- Fisted Penny Addition (4.8) p. 294 Domino Top-It (3.14) p. 233 Shaker Addition (4.12) p. 313	
4c	D Calculate the values of combinations of pennies, nickels, and dimes. <i>Strand: Computation/Measurement</i> <i>IN Standard: 1.5.3, 1.5.7</i>				p. 84 (4.7) #3 p. 89 (4.9) #2 p. 92 (4.11) #4 p. 94 (4.12) #3	Slate #2 Written #7 ISTEP+ Test2 #1-3		
4d	D Solve addition and subtraction number stories. <i>Strand: Computation/Algebra</i> <i>IN Standard: 1.3.1,1.3.2</i>		p. 282 (4.6) p. 297 (4.9)			Slate #9 ISTEP+ Test 6 #5,6		
4e	DS Order and compare numbers to 22. <i>Strand: Numeration</i> <i>IN Standard: 1.1.5</i>				p. 74 (4.3) #1 p. 76 (4.4) #1	Slate #3,4 ISTEP+ Test 1 #5		
4f	DS Tell time to the nearest half-hour. <i>Strand: Measurement</i> <i>IN Standard: 1.5.6</i>		p. 276 (4.5)	p. 85 #1, 2	p. 82 (4.6) #2 p. 69 (4.2) #2 p. 76 (4.4) #3 p. 84 (4.7) #1 p. 90 (4.10) #3	Written #1 Slate #5 Oral #5	Time Match Game (4.4) p. 274	

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Unit 5 Pacing: Late December

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (5.14 p. 398ff)	Games, H.L., Assessments TLG page:	Other
5a	BD	Find missing numbers and/or the missing rule in "What's My Rule?" Problems <i>Strand: Computation</i> <i>IN Standard:</i>	5.13 p. 394			p. 115 (5.8) #3 p. 128 (5.13) #4	Written #16,17		Masters p. 71 Masters p. 72
5b	D	Understand place value for tens and ones. <i>Strand: Numeration</i> <i>IN Standard:1.1.2</i>		p. 340 (5.2) p. 346 (5.3) p. 351 (5.4) p. 360 (5.6)		p. 103 (5.3) #4 p. 112 (5.7) #1	Oral #3 Slate #5 Written #9,10 ISTEP+ Test 6 #3	Tens and Ones Trading Game (5.3) p.348	Options p.344
5c	D	Compare numbers using < and >. <i>Strand: Numeration</i> <i>IN Standard:</i>	p. 360 (5.6)			p. 101 (5.2) #4 p. 112 (5.7) #4	Written #11-14	Top- It w/ Relation Symbols (5.3) p.347 Animal Weight Top-It (5.5) p. 359	Options p.349
5d	D	Know +1, +0, doubles, and sums of 10 addition facts. <i>Strand: Computation</i> <i>IN Standard:</i>					Slate #4 Written #1-8	Shaker Addition Top-It (5.5) p.358	
5e	D	Solve addition and subtraction number stories. <i>Strand: Computation</i> <i>IN Standard:1.3.1</i>	p. 356 (5.5) p. 366 (5.7) p. 370 (5.8)			p. 110 (5.6) #3 p. 112 (5.7) #3	Slate #6 Written #15 ISTEP+ Test 6 #5,6		Options p.368

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Unit 6 Pacing: Late January

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (6.13 p. 549ff)	Games, H.L., Assessments TLG page:	Other
6a	B Measure objects to the nearest centimeter. <i>Strand:</i> Measurement <i>IN Standard:</i> 1.5.4	p. 519 (6.7)		p. 144 (6.6) p. 150 (6.9)	p. 148 (6.8) #4 p. 154 (6.10) #4 p. 158 (6.12) #2	Written #3, 4		
6b	B Understand digital notation for time. <i>Strand:</i> Measurement <i>IN Standard:</i>		p. 523 (6.6) p. 540 (6.11)	p.153 (6.10)	p. 156 (6.11) #4 p. 158 (6.12) #1	Slate #6 Written #1, 2	Time Match Game (6.10) p. 538	
6c	BD Know addition facts. <i>Strand:</i> Computation <i>IN Standard:</i> 1.2.4	p.486 (6.1) p.493 (6.2) p.550 (6.3)		p.131-4 (6.1) p.135 (6.2) p.139 (6.4) p.140 (6.4) p.147 (6.8)	p. 132 (6.1) #1 p. 145 (6.6) #3 p. 156 (6.11) #3	Written #5-10	Addition Top-it (6.4) p.489 Fact Power Game (6.4) p.506-7 Beat The Calculator (6.4) p. 506 Shaker Addition Top-It (6.4) p. 315 Exploration B (6.7) p. 520	
6d	BD Calculate the values of combinations of pennies, nickels, dimes, and quarters. <i>Strand:</i> Computation, Measurement <i>IN Standard:</i> 1.5.7, 2.5.12		p.545 (6.12) p.486 (6.1)	p.149 (6.9)	p. 138 (6.3) #2 p. 141 (6.4) #1 p. 146 (6.7) #2 p. 133 (6.3) #2 p. 146 (6.7) #2 p. 154 (6.10) #1	Oral #5 Written #11 ISTEP+ Test2 #1-3	Dime-Nick-Penny Grab (6.8) p.526 Coin Exchange (6.9) p.537 Coin Top-it (6.9) p.532 Coin Dice (6.10) p. 240 Ongoing Assess. (6.9) p. 530	
6e	D Find equivalent names for a number <i>Strand:</i> Computation <i>IN Standard:</i> 1.2.3			p.133 (6.2)	p. 138 (6.3) #3	Written #12		Masters p. 75

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Unit 7 Pacing: Late January

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (7.8 p. 597ff)	Games, H.L., Assessments TLG page:	Other
7a	B	Identify 3-dimensional shapes and know their characteristics. <i>Strand: Geometry</i> <i>IN Standard:2.4.2</i>	p.589 (7.6)			p. 173 (7.7) #2	Oral #4 Written #4		Enrichment p. 592 Extra Practice p. 592
7b	B	Identify symmetrical figures. <i>Strand: Geometry</i> <i>IN Standard:</i>	p.594 (7.7)			p. 173 (7.7) #4	Written #3		Enrichment p. 596
7c	D	Sort and identify objects by attributes. <i>Strand: Geometry</i> <i>IN Standard:1.4.3</i>					Oral #3 Written #2	Guess The Rule (7.2) p.571 Attribute Train Game (7.2) p.571	Options p. 592
7d	BD	Identify polygons and know their characteristics. <i>Strand: Geometry</i> <i>IN Standard:1.4.2</i>				p. 173 (7.7) #1,3	Oral #4 Written #1	Ongoing Assess. (7.6) p. 591 Ongoing Learning & Pract. (7.6) p. 591	Enrichment p. 591
7e	D	Know addition facts. <i>Strand: Computation</i> <i>IN Standard:1.2.4</i>				p. 162 (7.2) #4 p. 168 (7.4) #1	Slate #7 Written #5 ISTEP+ Test 7 #1-4	Addition Top-it (6.1) p. 489 Fact Power Game (6.4) p.506 Beat The Calculator (6.4) p. 506	Masters p. 75

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Unit 8 Pacing: Late March

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (8.10 p. 657ff)	Games, H.L., Assessments TLG page:	Other
8a	B Make change for amounts less than a \$1. <i>Strand:</i> Computation <i>IN Standard:</i>	p. 635 (8.1)			p. 201 (8.9) #6	Slate #5 Written #1	Coin Exchange (6.10) p. 537 One-Dollar Exchange (8.2) p.621	Enrichment p.638
8b	BD Identify fractional parts of regions and sets with a focus on unit fractions. <i>Strand:</i> Numeration <i>IN Standard:</i> 1.1.9	p. 640 (8.6) p. 644 (8.7) p. 649 (8.8)	p. 644 (8.7)		p. 197 (8.7) #3	Slate #5 Written #9-12 ISTEP+ Test 9 #3		Masters p. 107 Masters p. 108 Options p. 168
8c	D Count sets of quarters, dimes, nickels, and pennies. <i>Strand:</i> Computation <i>IN Standard:</i> 1.5.7	p. 614 (8.1)			p. 178 (8.1) #2 p. 194 (8.6) #3	Oral #4 Slate #1 Written #1,2 ISTEP+ Test2 #1-3	Dime-Nick-Penny Grab (6.8) p.526	Minute Math p.65-67 Options p.623 Options p.638
8d	D Solve number stories. <i>Strand:</i> Computation <i>IN Standard:</i> 1.3.1, 1.6.1	p. 630 (8.4) p. 635 (8.5)		p.185 (8.4)	p. 188 (8.4) #4	Slate #5 Written #12 ISTEP+ Test 6 #5,6		Options p. 373
8e	DS Understand place value for 10's and 1's. <i>Strand:</i> Numeration <i>IN Standard:</i> 2.1.3		p. 614 (8.1) p. 629 (8.4) p. 630 (8.4) p. 635 (8.5)		p. 188 (8.4) #3 p. 191 (8.5) #1 p. 194 (8.6) #2 p. 197 (8.7) #4	Oral #2 Slate #2,3,4 Written #6-8	Base-10 Exchange (8.4) p.633	Options p.628
8f	DS Know addition facts for +1, +0, doubles and sums of 10. <i>Strand :</i> Computation <i>IN Standard:</i> 1.2.4		p. 625 (8.3)	p. 186 (8.4) p. 187 (8.4)		Slate #6 Written #3-5 ISTEP+ Test 7 #1-4	3,2,1 Game (8.5) p. 637 Fact Power Game (6.4) p. 506 Addition Top-It (6.1) p. 489 Shaker Addition Top-It (4.12) p.315	

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Unit 9 Pacing: Mid April

Goal		Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests (9.9 p. 711ff)	Games, H.L., Assessments TLG page:	Other
9a	B	Solve addition and subtraction problems. <i>Strand:</i> Computation <i>IN Standard:</i> 2.2.2, 2.2.3		p. 706 (9.8)		p. 205 (9.1) #1	Slate #5 Written #4-7		
9b	B	Compare fractions less than 1. <i>Strand:</i> Numeration <i>IN Standard:</i> 2.1.9					Written #11-16		Options (9.7) p.705
9c	B	Find equivalent fractions. <i>Strand:</i> Numeration <i>IN Standard:</i>			p. 219 (9.7)	p. 224 (9.8) #4	Slate #1 Written #11-16	H.L. (9.7) p. 705 Masters p. 287	Options (9.8) p.710
9d	BD	Identify fractional parts of a region. <i>Strand:</i> Numeration <i>IN Standard:</i> 1.1.9				p. 211 (9.3) #2 p. 214 (9.4) #1 p. 216 (9.5) #5 p. 224 (9.8) #4	Slate #1 Written #8-10 ISTEP+ Test 9 #3		
9e	D	Identify and use number patterns on the number grid. <i>Strand:</i> Computation <i>IN Standard:</i>				p. 214 (9.4) #3 p. 216 (9.5) #4 p. 221 (9.7) #2 p. 224 (9.8) #3	Written #1-3	Number Grid Game (9.2) p. 681 Number Grid Puzzles (9.3) p.685	

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

Everyday Mathematics Instructional/Assessment Grid

MMR = Mental Math Reflex, TLG = Teacher's Lesson Guide, SL = Study Link

Unit 10 Pacing: June

Goal	Description of EM Learning Goal	Math Msg TLG page:	MMR TLG page:	Journal page	Math Box Student page:	Tests	Games, H.L., Assessments TLG page:	Other
10a	Lesson 10.1: Make a line plot of a set of data and find the mode and median of a set of data. (See lessons 1.7, 3.13, 4.7, and 6.12) <i>Strand:</i> Data & Chance <i>IN Standard:</i> 1.1.10					ISTEP+ Test 5 #4-8		
10b	Lesson 10.2: Review telling time on an analog clock and writing times in digital notation; practice alternate ways of naming times; and calculate elapsed times. (See lessons 2.5, 2.6, 3.7, 4.8, 6.10) <i>Strand:</i> Measurement <i>IN Standard:</i> 1.5.6					ISTEP+ Test 4 #3-6		
10c	Lesson 10.3: Review showing amounts of money with coins (2.8-2.10, 3.11, 3.12, 6.9, 8.1, 8.2, 8.4, 8.5, 8.8) and solve number stories involving addition of 2-digit numbers (Units 5 and 6). <i>Strand:</i> Measurement, Operations and Computation <i>IN Standard:</i> 1.5.7, 1.3.1					ISTEP+ Test 2 #1-3 ISTEP+ Test 6 #5-6		
10d	Lesson 10.4: Solve comparison number stories (See lessons 1.13, 2.13, and 5.6-5.8) and calculate amounts of change from purchases (See lessons 8.4 and 8.5). <i>Strand:</i> Operations and Computation <i>IN Standard:</i>							
10e	Lesson 10.5: Review the names and some of the characteristics of polygons and the names of the basic 3-dimensional shapes. (See unit 7 and lessons 1.11, 3.4, 4.7, 6.7) <i>Strand:</i> Geometry							

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	<i>IN Standard: 1.4.2, 1.4.3, 1.4.4, 1.4.7</i>									
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**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

Everyday Math Instructional Strategies

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> I 1. K.W.L I 2. Games I 3. Sharing Strategies I 4. Counters/Arrays/Grids I 5. Projects (Rubrics) I 6. Problem solving strategies <ul style="list-style-type: none"> a. Verbal b. Pictoral <ul style="list-style-type: none"> 1. Picture 2. Table 3. Pattern/Graphs 4. Charts/Diagrams 5. Lists 6. Formulas 7. Patterns c. Symbollic d. Concrete I 7. Open-Ended Response Journal I 8. Student Interest Inventory I 9. Math Boxes I 10. Math Messages I 11. Links I 12. Homework Graphing | <ul style="list-style-type: none"> I 13. Algorithms I 14. Self Reflection Journal I 15. Daily Routines (K-3) <ul style="list-style-type: none"> a. Calendar - Days of the Week b. Weather Reporting c. Bundling d. Attendance e. Tallies f. Birthday Graphing g. Growing Age Graph (K) h. Hokey-Pokey (K) i. Skip Counting j. Months of the Year k. Money l. Time I 16. Modeling I 17. Manipulatives Use I 18. Cross-Curricular Applications I 19. Literature Links I 20. Counting Bracelets (K) I 21. Pattern Books I 22. Directional Compass Rose I 23. Geoboards I 24. Cooking | <ul style="list-style-type: none"> I 25. Place Value Books I 26. Attribute Blocks I 27. Pattern Blocks I 28. Basic Math Routines <ul style="list-style-type: none"> a. Name Collection Boxes b. Fact Triangles c. Frames and Arrows d. Number Grids What's My Rule (Function Machine) e. Machine) f. Situation Diagrams I 29. Student Groupings <ul style="list-style-type: none"> a. Independent b. Partner c. Small Group d. Whole Class I 30. Lesson Activities I 31. Student Journal Pages I 32. CD Worksheets I 33. Math Masters I 34. Guess & Check I 35. Acting Out I 36. Work Backwards |
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**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

Everyday Math Assessment Strategies

- A 1. Checking Progress
- A 2. Exit Slips
- A 3. K.W.L. Charts
- A 4. Observations
- A 5. Questions
- A 6. M.Q.A.
- A 7. Games (Rubrics)
- A 8. Student Sharing Strategies
- A 9. Mini Math Interviews
- A 10. Slates
- A 11. Projects (Rubrics)
- A 12. Open-Ended Responses (Log or Journal)
- A 13. CD Assessments
- A 14. Student Interest Inventory
- A 15. Math Boxes
- A 16. Math Messages
- A 17. Links (Homelink or Studylink)
- A 18. Graph Homework
- A 19. Algorithms
- A 20. Math Journal Pages (Math Book)
- A 21. Daily Routines (K-3)
 - a. Calendar
 - b. Weather
 - c. Attendance
 - d. Bundle
 - e. Tally
 - f. Birthday Graph
 - g. Growing Number Line
 - h. Growing Age Graph
 - i. Months of the Year
 - j. Skip Count
- A 22. Lesson Activities
- A 23. Math Masters
- A 24. Student Questioning

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.1 Count, read, and write whole* numbers up to 100.	Read “seventy-two” for the number 72.	<p><u>Instructional Strategies</u></p> <p>I2: Games I6: Problem Solving I7: Open-Ended Response Journal I9: Math Boxes I10: Math Messages I11: Links I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters I35: Acting Out I36: Work Backwards</p>	<p>TLG: 1.1: 14-17, 1.3: 22-25, 1.4:26-29, 1.7: 39-42, 1.14: 71-75, 2.1: 88-91, 2.2: 92-96, 2.10: 130-134, 2.14: 149-153, 3.2: 173-177, 3.3: 178-182, 3.4: 183-186, 3.5: 187-191, 3.10: 210-215, 3.12: 222-226, 4.1: 254-259, 4.10: 310-306, 5.4: 350-354, 6.13: 549-553, 9.1: 674-678, 9.3: 683-686, 9.9: 711-715, 10.7: 754-759</p> <p>SMJ: 1.4: 1, 1.7: 4, 2.1: 8, 2.2: 9, 2.10: 23, 3.2: 34, 3.3: 36, 3.5: 39-40, 3.10: 52, 3.12: 58, 4.1: 65, 9.1: 203, 9.3: 209</p> <p>MM+: 27-38</p>

* whole number: 0, 1, 2, 3, etc.

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MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.1 Count, read, and write whole* numbers up to 100. (cont.)		<p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking progress A5: Questions A6: M.Q.A. A7: Games (Rubrics) A8: Student Sharing Strategies A10: Slates A13: CD Assessments A15: Math Boxes A16: Math Messages A20: Math Journal Pages (Math Book) A21: Daily routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning 	

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.2: Count and group objects in ones and tens.	Separate a group of 34 blocks into three groups of 10 blocks and 4 single blocks.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I2: Games I3: Sharing Strategies I4: Counters/Arrays/Grids I5: Projects (Rubrics) I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I25: Place Value Books I28: Basic Math Routines I 29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A4: Observations A5: Questions A6: M.Q.A. A7: Games (Rubrics) A8: Student Sharing Strategies A9: Mini Math Interviews 	<p>TLG: 1.14: 71-75, 2.4: 101-1.5, 2.10: 130-134, 3.11: 216-221, 10.7: 754-759</p> <p>SMJ: 2.4: 12-13, 2.10: 23, 3.11: 55</p>

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.2: Count and group objects in ones and tens. (cont.)		A10: Slates A13: CD Assessments A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A21: Daily Routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.3: Identify the number of tens and ones in numbers less than 100	How many tens and how many ones are in 56? Explain your answer.	Instructional Strategies I2: Games I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I15: Daly Routines (K-3) I16: Modeling	TLG: 4.7: 285-290, 5.1: 334-338, 5.2: 339-344, 5.5: 355-359, 5.14: 398-401, 8.3: 624-628, 8.10: 657-661, 10.7: 754-759 SMJ: 5.1: 97, 5.2: 100, 5.5: 105-106, 8.3: 182 MM+: 36, 44

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MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.3: Identify the number of tens and ones in numbers less than 100 (cont.)		<p><u>Instructional Strategies (cont.)</u></p> <ul style="list-style-type: none"> I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A2: Exit Slips A4: Observations A5: Questions A6: M.Q.A. A7: Games (Rubrics) A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Books) A21: Daily routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning 	

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.4: Name the number that is one more than or one less than any number up to 100.	Name the number one less than 78.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I2: Games I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I13: Algorithms I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I25: Place Value Books I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A4: Observations A5: Questions A6: M.Q.A. A7: Games (Rubrics) A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes 	<p>TLG: 1.5: 30-33, 2.14: 149-153, 3.5: 187-191, 5.11: 383-387, 9.1: 674-678, 9.3: 683-686, 9.9: 711-715</p> <p>SMJ: 1.5: inside back cover, 3.5: 39-40, 5.11: 212-222, 9.1: 203, 9.3: 209</p> <p>MM+: 27</p>

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.4: Name the number that is one more than or one less than any number up to 100. (cont.)		<u>Assessment Strategies (cont.)</u> A16: Math Messages A17: Links (Homelink or Studylink) A19: Algorithms A20: Math Journal Pages (Math Book) A21: daily routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures use to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.5 Compare whole numbers up to 10 and arrange them in numerical order.	Arrange the numbers, 5, 2, and 9 in order from greatest to least.	<u>Instructional Strategies</u> I2: Games I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I13: Algorithms I14: Self Reflection Journal I15: Daily routines (K-3) I16: Modeling	TLG: 1.2: 18-21, 1.6: 34-38, 1.14: 71-75, 4.2: 260-264, 4.13: 317-321, 5.3: 345-349, 5.6: 360-364, 5.14: 398-401 SMJ: 4.2: 67-68, 5.6: 108

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NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures use to represent numbers up to 100 and show an understanding of fractions. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.5 Compare whole numbers up to 10 and arrange them in numerical order.		<p><u>Instructional Strategies (cont.)</u></p> <p>I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters</p> <p><u>Assessment Strategies</u></p> <p>A1: Checking Progress A4: Observations A5: Questions A6: M.Q.A. A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A21: Daily Routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning</p>	

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GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.1.6: Match the number names (<i>first, second, third, etc.</i>) With an ordered set of up to 10 items.</p>	<p>Point out the fifth child from the front of a line of children.</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I2: Games I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I11: Links I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33 Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A2: Exit Slips A4: Observations A6: M.Q.A. A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A17: Links (Homelink or Studylink) 	<p>TLG: 5.6: 360-364, 5.11: 383-387</p> <p>SMJ: 5.6: 109</p>

**ELKHART COMMUNITY SCHOOLS
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GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.6: Match the number names (<i>first, second, third, etc.</i>) With an ordered set of up to 10 items. (cont.)		<u>Assessment Strategies (cont.)</u> A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters	

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.7 Recognize when a shape is divided into congruent (matching) parts.	Given a rectangle with lines dividing it into parts, decide whether the parts are the same size.	<u>Instructional Strategies</u> I6: Problem Solving Strategies I9: Math Boxes I11: Links I16: Modeling I18: Cross-Curricular Application I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters	TLG: 4.8: 291-295, 8.6: 639- 643, 9.6: 696-700, 9.7: 701- 705, 9.9: 711-715 SMJ: 4.8: 85, 8.6: 192, 9.6: 217, 9.7: 219

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GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.7 Recognize when a shape is divided into congruent (matching) parts. (cont.)		<p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A4: Observations A6: M.Q.A. A9: Mini Math Interviews A10: Slates A13: CD Assessments A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters A24: Student Questioning 	

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GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.1.8 For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as “__ out of __ parts” and write the fraction.</p>	<p>Given a circle divided into 4 equal parts with 3 of the parts shaded, describe the shaded portion as “3 out of 4 parts” and write the fraction for the shaded portion.</p>	<p><u>Instructional Strategies</u> I6: Problem Solving Strategies I7: Open-Ended Response Journal I8: Student Interest Inventory I9: Math Boxes I10: Math Messages I11: Links I13: Algorithms I14: Self Reflection Journal I16: Modeling I17: Manipulatives Use I18: Cross-Curricular Application I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Mathers</p> <p><u>Assessment Strategies</u> A1: Checking Progress A2: Exit Slips A4: Observations A5: Questions A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews</p>	<p>TLG: 8.7: 644-648, 8.9: 653-656, 8.10: 657-661, 9.6: 696-700, 9.7: 701-705, 9.8: 706-710, 9.9: 711-715</p> <p>SMJ: 8.7: 192, 195, 196, 9.6: 217, 9.7: 219, 9.8: 222-223</p> <p>MM+: 40,75</p>

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.8 For a shape divided into 8 or fewer congruent (matching) parts, describe a shaded portion as “__ out of __ parts” and write the fraction. (cont.)		<u>Assessment Strategies (cont.)</u> A10: Slates A13: CD Assessments A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) A19: Algorithms A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.
(cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.9: For a set of 8 or fewer objects, describe a subset as “__ out of __ parts” and write the fraction.	Given 3 red pencils and 2 blue pencils, describe the subset of red pencils as “3 out of 5 parts” and write the fraction of the pencils that are red.	<u>Instructional Strategies</u> I3: Sharing Strategies I6: Problem Solving Strategies I7: Open-Ended Response Journal I8: Student Interest Inventory I9: Math Boxes I10: Math Messages I11: Links I13: Algorithms	TLG: 8.8: 649-652, 8.10: 657-661 SMJ: 198-199 MM+: 49-50

**ELKHART COMMUNITY SCHOOLS
MATHEMATICS CURRICULUM GUIDE
GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.1.9: For a set of 8 or fewer objects, describe a subset as “__ out of __ parts” and write the fraction. (cont.)</p>		<p><u>Instructional Strategies (cont.)</u></p> <ul style="list-style-type: none"> I14: Self Reflection Journal I16: Modleing I17: Manipulatives Use I18: Cross-Curricular Application I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A2: Exit Slips A4: Observations A5: Questions A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) 	

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GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.9: For a set of 8 or fewer objects, describe a subset as “__ out of __ parts” and write the fraction. (cont.)		<u>Assessment Strategies (cont.)</u> A19: Algorithms A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.10: Represent, compare, and interpret data using pictures and picture graphs.	Use a picture graph to show how many dogs, cats, etc. your friends have. Which kind of pet appears most often? Explain your answer.	<u>Instructional Strategies</u> I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I8: Student Interest Inventory I9: Math Boxes I10: Math Messages I11: Links I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines	TLG: 1.8: 43-46, 3.13: 227-230, 5.9: 374-377, 6.12: 544-548, 10.1: 726-729 SMJ: 1.8: 3, 3.13: 60, 5.9: 116, 6.12: 157, 10.1: 215 MM+: 47

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GRADE 1**

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.10: Represent, compare, and interpret data using pictures and picture graphs. (cont.)		<u>Instructional Strategies (cont.)</u> I29: Student Groupings I30: Lesson Activities I32: CD worksheets I33: Math Masters	

NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.10: Represent, compare, and interpret data using pictures and picture graphs. (cont.)		<u>Assessment Strategies</u> A1: Checking Progress A4: Observations A5: Questions A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A14: Student Interest Inventory A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink)	

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NUMBER SENSE (Cont.)

Standard 1: Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.1.10: Represent, compare, and interpret data using pictures and picture graphs. (cont.)		<u>Assessment Strategies</u> A20: Math Journal Pages (Math Book) A21: Daily Routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

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COMPUTATION

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.2.1: Show the meaning of addition (putting together, increasing) using objects.</p>	<p>Put together 3 pencils and 5 pencils. Tell how many pencils you have and explain what you are doing.</p>	<p>Instructional Strategies I6: Problem Solving Strategies I9: Math Boxes I15: daily routines (K-3) I16: Modeling I17: Open-Ended Response Journal I28: Basic Math Routines I29: student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters</p>	<p>TLG: 2.3: 97-100, 2.11: 135-139, 2.13: 144-148, 2.14: 149-153, 3.6: 192-195, 3.8: 201-205, 3.9: 206-209, 3.14: 231-235, 5.5: 355-359, 6.2: 492-497, 8.5: 635-638, 8.10: 657-661, 9.1: 674-678, 9.4: 687-691, 9.9: 711-715, 10.3: 735-739, 10.4: 740-743</p> <p>SMJ: 2.32: 11, 2.13: 28-29, 3.6: 42, 3.8: 47, 3.9: 49, 3.14: 62, 5.5: 105-106, 6.2: 133, 8.5: 189-190, 9.1: 203, 9.4: 212, 10.3: 232-233, 10.4: 232</p> <p>MM+: 39</p>

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.1: Show the meaning of addition (putting together, increasing) using objects. (cont.)		Assessment Strategies A1: Checking Progress A4: Observations A6: M.Q.A. A10: Slates A13: CD Assessments A15: Math Boxes A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A21: Daily routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.2: Show the meaning of subtraction (taking away, comparing, and finding the difference) using objects.	Take away 6 blocks from a group of 10. Tell how many blocks are left and explain what you are doing.	<p><u>Instructional Strategies</u></p> <p>I6: Problem Solving Strategies I9: Math Boxes I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters</p>	<p>TLG: 2.12: 140-143, 2.13: 144-148, 2.14: 149-153, 3.6: 192-195, 3.8: 201-205, 3.9: 206-209, 5.7: 365-369, 5.8: 370-373, 9.1: 674-678, 9.4: 687-691, 9.9: 711-715, 10.3: 735-739, 10.4: 740-743, 10.6:749-753</p> <p>SMJ: 2.13: 28-29, 3.6: 42, 3.8: 47, 3.9: 49, 5.7: 111, 5.8: 113, 9.1: 203, 9.4: 212, 10.3: 232-233, 10.4: 232, 10.6: 242-243</p> <p>MM+: 39</p>

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.2: Show the meaning of subtraction (taking away, comparing, and finding the difference) using objects. (cont.)		Assessment Strategies A1: Checking Progress A4: Observations A6: M.Q.A. A10: Slates A13: CD assessments A15: Math Boxes A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A21: Daily Routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.3: Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers.	Write 15 as $8 + 7$, $5 + 5 + 5$, $10 + 5$, $15 + 0$, $17 - 2$, etc.	<u>Instructional Strategies</u> I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters	TLG: 6.2: 492-497, 6.3: 501 SMJ: 6.2: 133

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.3: Show equivalent forms of the same number (up to 20) using objects, diagrams, and numbers. (cont.)		Assessment Strategies A1: Checking Progress A6: M.Q.A. A10: Slates A13: CD Assessments A15: Math Boxes A17: Links (Homelinks or Studylinks) A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters	

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.4: Demonstrate mastery of the addition facts (for totals up to 20) and the corresponding subtraction facts.	Add $11 + 8$, subtract $16 - 9$, add $4 + 7$	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I6: Problem Solving Strategies I9: Math Boxes I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A4: Observations A6: M.Q.A. A10: Slates A13: CD Assessments A20: Math Journal A23: Math Masters 	<p>TLG: 3.15: 236-241, 4.11: 307-311, 4.12: 312-316, 4.13: 317-321, 5.7: 365-369, 5.9: 374-377, 5.10: 378-382, 5.11: 383-387, 5.12: 388-392, 5.13: 393-397, 5.14: 398-401, 6.1: 486-491, 6.4: 503-508, 6.7: 518-522, 6.8: 523-526, 6.13: 549-553, 7.2: 570-573, 7.8: 597-601, 8.4: 629-634, 8.9: 653-656, 8.10: 657-661</p> <p>SMJ: 4.12: 93, 5.7: 111, 5.9: 116, 5.10: 119, 5.11: 121-122, 5.12: 125, 5.13: 127, 6.1: 131, 134, 6.4: 139, 6.8: 147, 8.4: 186-187</p> <p>MM+: 45, 48, 79-159</p>

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.5: Understand the meaning of the symbols +, -, and =.	Use symbols to write the number sentence “one added to three equals four.”	<p><u>Instructional Strategies</u></p> <p>I6: Problem Solving Strategies I9: Math Boxes I11: Links I15: Daily Routines (K-3) I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters</p> <p><u>Assessment Strategies</u></p> <p>A1: Checking Progress A6: M.Q.A. A10: Slates A13: CD Assessments A15: Math Boxes A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters</p>	<p>TLG: 3.10: 210-215, 3.15: 236-241, 4.13: 317-321, 5.12: 388-392, 5.14: 398-401, 6.4: 503-508</p> <p>SMJ: 3.10: 52, 5.12: 125, 6.4: 139</p> <p>MM+: 74-149</p>

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

Indicator	Example	Instruction/Assessment Strategy	Resource
1.2.6: Understand the role of zero in addition and subtraction.	You start with 6 eggs and then give away 0 eggs. How many eggs do you have now?	<p><u>Instructional Strategies</u> I2: Games I6: Problem Solving Strategies I9: Math Boxes I28: Basic Math routines I31: Student Journal Pages</p> <p><u>Assessment Strategies</u> A1: Checking Progress A6: M.Q.A. A10: Slates A15: Math Boxes A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A22: Lesson Activities</p>	<p>TLG: 5.11: 383-387, 5.14: 398-401, 7.2: 570-573, 8.10: 657-661</p> <p>SJM: 5.11: 121-122</p> <p>MM+: 42</p>

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COMPUTATION (Cont.)

Standard 2: Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.2.7: Understand and use the inverse relationship between addition and subtraction facts (such as $4 + 2 = 6$, $6 - 2 = 4$, etc.) to solve simple problems.</p>	<p>List three other facts using addition or subtraction that are related to $3 + 5 = 8$.</p>	<p><u>Instructional Strategies</u> I9: Math Boxes I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets I33: Math Masters</p> <p><u>Assessment Strategies</u> A1: Checking Progress A9: Mini Math Interviews A10: Slates A15: Math Boxes A17: Links (Homelinks or Studylinks) A20: Math Journal Pages (Math book) A22: Lesson Activities A23: Student Questioning</p>	<p>TLG: 5.10: 378-382, 6.1: 486-491, 6.3: 498-502, 6.4: 503-508, 6.5: 509-512, 9.2: 679-682</p> <p>SMJ: 5.10: 119, 6.1: 131, 134, 6.3: 137, 6.4: 139, 6.5: 142, 9.2: 206</p> <p>MM+: 41</p>

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ALGEBRA and FUNCTIONS

Standard 3: Students use sentences with the symbols +, -, and = to solve problems.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.3.1: Write and solve number sentences from problem situations involving addition and subtraction.</p>	<p>You have 3 pencils and your friend has 2 pencils. You want to know how many pencils you have altogether. Write a number sentence for this problem and use it to find the total number of pencils.</p>	<p><u>Instructional Strategies</u> I6: Problem Solving Strategies I16: Modeling I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets</p> <p><u>Assessment Strategies</u> A1: Checking Progress A4: Observations A6: M.Q.A. A9: Mini Math Interviews A10: Slates A12: Open-Ended Responses (Log or Journal) A13: CD Assessments A17: Links (Homelinks or Studylinks) A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters</p>	<p>TLG: 2.11: 135-139, 2.12: 140-143, 2.13: 144-148</p> <p>SMJ: 2.13: 28-29</p>

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ALGEBRA and FUNCTIONS (cont.)

Standard 3: Students use sentences with the symbols +, -, and = to solve problems. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.3.2: Create word problems that match given number sentences involving addition and subtraction.	Tell a story or draw a picture for a problem that can be solved using the number sentence $3 + 6 = 9$.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I9: Math Boxes I16: Modeling I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A6: M.Q.A. A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A20: Math Journal Pages (Math Book) A23: Math Masters 	<p>TLG: 1.13: 67-70, 2.13: 144-148, 5.8: 370-373, 8.4: 629-634</p> <p>SMJ: 2.13: 28-29, 5.8: 113, 8.4: 186-187</p>

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ALGEBRA and FUNCTIONS (cont.)

Standard 3: Students use sentences with the symbols +, -, and = to solve problems. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.3.3: Recognize and use the relationship between addition and subtraction.	Start with 8 blocks. Add 5 more blocks. How many do you have? Now take away 5 blocks. How many do you have now? Explain your answer.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I2: Games I3: Sharing Strategies I6: Problem Solving Strategies I16: Modeling I17: Manipulatives Use I20: Counting Bracelets (K) I28: Basic Math Routines I29: Student Groupings I35: Acting Out I36: Work Backwards <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A24: Student Questioning 	<p>TLG: 6.1: 486-491, 6.3: 498-502, 6.4: 503-508, 6.5: 509-512</p> <p>SMJ: 6.1: 131, 134, 6.3: 137, 6.4: 139, 6.5: 142</p> <p>MM+: 41, 42</p>

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ALGEBRA and FUNCTIONS (cont.)

Standard 3: Students use number sentences with the symbols +, -, and = to solve problems. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.3.4: Create and extend number patterns using addition.	A number pattern begins with these numbers: 1, 3, 5, ... Tell what the next number will be and explain how you decided that number.	<p><u>Instructional Strategies</u></p> <p>I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I15: Daily routines (K-3) I16: Modeling I19: Literature Links I21: Pattern Books I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities</p> <p><u>Assessment Strategies</u></p> <p>A1: Checking Progress A4: Observations A7: Games (Rubrics) A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A20: Math Journal Pages (Math Book) A21: Daily routines (K-3) A22: Lesson Activities A23: Math Masters</p>	<p>TLG: 2.10: 130-134, 2.14: 149-153, 3.1: 168-172, 3.2: 173-177, 3.3: 178-182, 3.8: 201-205, 3.9: 206-209, 3.15: 236-241, 4.10: 301-306, 5.12: 388-392, 5.13: 393-397, 6.8: 523-526, 6.12: 544-548, 9.1: 674-678</p> <p>SMJ: 2.10: 23, 3.1: 32, 3.2: 34, 3.3: 36, 3.8: 47, 3.9: 49, 5.12: 125, 5.13: 127, 6.8: 147, 6.12: 157, 9.1: 203</p> <p>MM+: 31, 42, 74-149</p>

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GEOMETRY

Standard 4: Students identify common geometric shapes, classify them by common attributes, and describe their relative position on their location in space.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.4.1: Identify, describe, compare, sort, and draw triangles, rectangles, squares, and circles.</p>	<p>Draw a square and a circle and write their names next to them.</p>	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I2: Games I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I16: Modeling I17: Manipulatives Use I26: Attribute Blocks I27: Pattern Blocks I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I32: CD Worksheets <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A4: Observations A7: Games (Rubrics) A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A23: Math Masters 	<p>TLG: 1.11: 56-59, 2.7: 116-119, 3.4: 183-186, 4.7: 285-290, 6.7: 518-522, 6.7: 518-522, 7.1: 566-569, 7.2: 570-573, 7.3: 574-577, 7.4: 578-582, 7.8: 597-601, 8.9: 653-656, 9.6: 696-700, 10.5: 744-748</p> <p>SMJ: 4.7: 83, 7.3: 165, 7.4: 167, 9.6: 217, 10.5: 237-238</p> <p>MM+: 53, 56, 60</p>

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GEOMETRY (Cont.)

Standard 4: Students identify common geometric shapes, classify them by common attributes, and describe their relative position on their location in space. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.4.2: Identify triangles, rectangles, squares, and circles as the faces* of three-dimensional objects.	Look at a collection of solid objects and find triangles and squares on their sides.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I16: Modeling I17: Manipulatives Use I19: Literature Links I26: Attribute I27: Pattern Blocks I28: Basic Math Routines I29: Student Groupings I32: CD Worksheets <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A4: Observations A6: M.Q.A. A13: CD Assessments A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters 	<p>TLG: 1.11: 56-69, 7.5: 583-587, 7.6: 588-592</p> <p>SMJ: 7.6: 170-171</p>

* face: a flat side, like the front of a cereal box.

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GEOMETRY (Cont.)

Standard 4: Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.4.3: Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes, Explain the rule you used.</p>	<p>Group a collection of objects by something they have in common. Explain your grouping.</p>	<p><u>Instructional Strategies</u> I3: Sharing Strategies I6: Problem Solving Strategies I18: Cross-Curricular Application I21: Pattern Books I26: Attribute Blocks I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities</p> <p><u>Assessment Strategies</u> A4: Observations A5: Questions A7: Games (Rubrics) A8: Student Sharing Strategies A9: Mini Math Interviews A22: Lesson Activities A24: Student Questioning</p>	<p>TLG: 7.1: 566- 569, 7.2: 570-573, 7.3: 574-577, 7.8: 597-601</p> <p>SMJ: 7.3: 165</p>

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GEOMETRY (Cont.)

Standard 4: Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.4.4: Identify objects as two-dimensional or three-dimensional.	Sort various objects (cube, square, triangle, prism) into the categories “two-dimensional” and “three-dimensional”. Explain your choices.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I16: Modeling I17: Manipulatives Use I18: Cross-Curricular Application I26: Attribute Blocks I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A15: Math Boxes A20: Math Journal Pages (Math Book) A22: Lesson Activities 	<p>TLG: 7.5: 583-587, 7.6: 588-592, 7.8: 597-601, 10.5: 744-748</p> <p>SMJ: 7.6: 170-171, 10.5: 237-238</p> <p>MM+: 58</p>

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GEOMETRY (Cont.)

Standard 4: students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.4.5: Give and follow directions for finding a place or object.	Show someone how to get to the school library by making a map or diagram.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I6: Problem Solving Strategies I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I18: Cross-Curricular Application I22: Directional Compass Rose I29: Student Groupings I30: Lesson Activities I35: Acting Out <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A11: Projects (Rubrics) A22: Lesson Activities A24: Student Questioning 	<p>TLG: 1.6: 38</p> <p>MM+: 18, 59</p>

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GEOMETRY (Cont.)

Standard 4: Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.4.6: Arrange and describe objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next 50, to the left or right of.</p>	<p>Name objects that are near your desk and objects that are in front of it. Explain why there may be some objects in both groups.</p>	<p>Instructional Strategies I3: Sharing Strategies I5: Projects (Rubrics) I6: Problem Solving Strategies I16: Modeling I17: Manipulatives Use I18: Cross-Curricular Application I29: Student Groupings I30: Lesson Activities I35: Acting Out</p> <p>Assessment Strategies A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A11: projects (Rubrics) A22: Lesson Activities A24: Student Questioning</p>	<p>TLG: 1.6: 38, 3.1: 169, 3.4: 185, Project 4: 417, 775</p> <p>MM+: 18, 59</p>

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GEOMETRY (Cont.)

Standard 4: Students identify common geometric shapes, classify them by common attributes, and describe their relative position or their location in space. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.4.7: Identify geometric shapes and structures in the environment and specify their location.	Find as many rectangles as you can in your classroom. Record the rectangles that you found by making drawings or using a camera.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I1: K.W.L. I3: Sharing Strategies I6: Problem Solving Strategies I7: Open-ended Response Journal I16: Modeling I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I35: Acting Out <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A3: K.W.L. Charts A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A22: Lesson Activities A24: Student Questioning 	<p>TLG: 7.4: 578-582, 7.5: 583-587, 7.6:588-592</p> <p>SMJ: 7.6: 170-171</p> <p>MM+: 53, 54, 57</p>

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MEASUREMENT

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.

Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.1: Measure the length of objects by repeating a non-standard unit or a standard unit.	Measure the length of your desk in pencil-lengths.	<p>Instructional Strategies</p> <ul style="list-style-type: none"> I3: Sharing Strategies I5: Projects (Rubrics) I6: Problem Solving Strategies I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I34: Guess & Check I35: Acting Out <p>Assessment Strategies</p> <ul style="list-style-type: none"> A4: Observations A5: Questions A8: Student Sharing Strategies A11: Projects (Rubrics) A21: Daily Routines (K-3) A22: Lesson Activities A24: Student Questioning 	<p>TLG: 2.7: 116-119, 4.2: 260-264, 4.3: 265-269, 4.4: 270-275, 4.5: 276-280, 4.6: 281-284, 4.13: 317-321, 6.6: 513-517, 9.5: 692-695, 10.1: 726-729</p> <p>SMJ: 4.2: 67-68, 4.3: 73, 4.4: 75, 4.5: 77, 4.6: 79-80, 6.6: 144, 10.1: 215</p> <p>MM+: 61, 62</p>

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MEASUREMENT (Cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.5.2: Use different units to measure the length of the same object and predict whether the measure will be greater or smaller when a different unit is used.</p>	<p>If you measure your desk with a shorter pencil, will the number of pencil-lengths be more or less? Measure the desk to find out your answer.</p>	<p><u>Instructional Activities</u> I1: K.W.L. I3: Sharing Strategies I5: Projects (Rubrics) I6: Problem Solving Strategies I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I26: Attribute Blocks I29: Student Groupings I30: Lesson Activities I34: Guess & Check I35: Acting Out</p> <p><u>Assessment Strategies</u> A3: K.W.L. Charts A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A11: Projects (Rubrics) A22: Lesson Activities A24: Student Questioning</p>	<p>TLG: 4.2: 260-262, 264, 4.3: 265-268</p>

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MEASUREMENT (Cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.3: Recognize the need for a fixed unit of length.	Give students different lengths of string and have them measure the width of a doorway. Talk about why their answers are different and the kinds of problems this can cause.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I5: Projects (Rubrics) I6: Problem Solving Strategies I16: Modeling I17: Manipulatives Use I29: Student Groupings I34: Guess & Check <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A11: Projects (Rubrics) A22: Lesson Activities A24: Student Questioning 	<p>TLG: 4.3: 265-269, 4.4: 270-275</p> <p>SMJ: 4.3: 73, 4.4: 75</p>

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MEASUREMENT (Cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.5.4: Measure and estimate the length of an object to the nearest inch and centimeter.</p>	<p>Have some students measure the width of the doorway in inches and some measure it in centimeters. Discuss why these are better ways of measuring than using pieces of string.</p>	<p><u>Instructional Strategies</u> I3: Sharing Strategies I5: Projects (Rubrics) I6: Problem Solving Strategies I16: Modeling I17: Manipulatives Use I29: Student Groupings I34: Guess & Check</p> <p><u>Assessment Strategies</u> A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A11: Projects (Rubrics) A22: Lesson Activities A24: Student Questioning</p>	<p>TLG: 2.7: 116-119, 4.5: 276-280, 6.6: 513-517, 6.13: 549-553</p> <p>SMJ: 4.5: 77, 6.6: 144</p>

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MEASUREMENT (Cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.5: Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a non-standard unit.	Use a scale or balance to see how many crayons weigh the same as a shoe.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I6: Problem Solving Strategies I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I29: Student Groupings I34: Guess & Check <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A3: K.W.L. Charts A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A21: Daily Routines (K-3) A22: Lesson Activities A24: Student Questioning 	TLG: 5.4: 350-354, 6.7: 518-522, 9.5: 692-695

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MEASUREMENT (Cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.6: Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer).	Is recess before or after lunch?	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters 	<p>TLG: 1.9: 47-50, 2.5: 106-110, 2.6: 111-115, 2.14: 149-153, 8.7: 196-200, 3.15: 236-241, 4.8: 291-295, 4.9: 296-300, 4.13: 317-321, 6.0: 533-538, 6.11: 539-543, 6.13: 549-553, 10.2: 730-734</p> <p>SMJ: 1.9: 4-5, 2.6: 15, 3.7: 44, 4.8: 85, 4.9: 87, 6.10: 152, 153, 6.11: 155, 10.2: 228</p> <p>MM+: 63, 68, 71, 72, 73, 75</p>

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MEASUREMENT (cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.6: Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer). (cont.)		Assessment Strategies A1: Checking Progress A2: K.W.L. Charts A4: Observations A5: Questions A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews A13: CD Assessments A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

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MEASUREMENT (cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.7: Identify and give the values of pennies, nickels, and dimes.	How many pennies have the same value as two nickels?	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I11: Links I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I34: Work Backwards 	<p>TLG: 1.10: 51-55, 2.8: 120-124, 2.9: 125-129, 2.10: 130-134, 2.13: 144-148, 2.14: 149-153, 3.11: 216-221, 3.12: 222-226, 3.15: 236-241, 4.13: 317-321, 5.14: 398-401, 6.9: 527-532, 6.13: 549-553, 8.1: 614-617, 8.2: 618-623, 8.4: 629-634, 8.5: 635-638, 10: 657-661, 10.3: 735-739, 10.4: 740-743</p> <p>SMJ: 2.8: 18, 2.9: 20, 2.10: 23, 2.13: 28-29, 3.11: 55, 3.12: 58, 6.9: 149, 8.1: 175, 8.2: 179-180, 8.4: 186-187, 8.5: 189-190, 10.3: 232-233, 10.4: 232</p> <p>MM+: 35, 64-65, 66, 67, 69, 70, 74</p>

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MEASUREMENT (Cont.)

Standard 5: Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement. (cont.)

Indicator	Example	Instruction/Assessment Strategy	Resource
1.5.7: Identify and give the values of pennies, nickels, and dimes. (cont.)		<p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A1: Checking Progress A2: Exit Slips A4: Observations A5: Questions A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A16: Math Messages A17: Links (Homelink or Studylink) A20: Math Journal Pages (Math Book) A21: Daily Routines (K-3) A22: Lesson Activities A23: Math Masters A24: Student Questioning 	

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PROBLEM SOLVING

Standard 6: Students make decision about how to set up a problem.

Indicator	Example	Instruction/Assessment Strategy	Resource
<p>1.6.1: Choose the approach, materials, and strategies to use in solving problems.</p>	<p>Solve the problem: “The number 10 can be written in different ways using addition: $10 = 4 + 6$ or $10 = 1 + 9$... Find how many ways you can write 10 by adding two numbers.” Use blocks to set up the problem.</p>	<p><u>Instructional Strategies</u> I3: Sharing Strategies I4: Counters/Arrays/Grids A6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I13: Algorithms I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters I34: Guess & Check</p>	<p>TLG: 3.15: 236-241, 5.8: 370-373, 5.14: 398-401, 6.12: 544-548, 7.1: 566-569, 7.4: 578-582, 9.3: 683-686, 9.8: 706-710</p> <p>SMJ: 5.8: 113, 6.12: 157, 7.4: 167, 9.3: 209, 9.8: 222-223</p> <p>MM+: 79-149</p>

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PROBLEM SOLVING (Cont.)

Standard 6: Students make decisions about how to set up a problem. (cont.)			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.6.1: Choose the approach, materials, and strategies to use in solving problems. (cont.)		<u>Assessment Strategies</u> A1: Checking Progress A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A19: Algorithms A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters A24: Student Questioning	

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PROBLEM SOLVING (cont.)

Standard 6: Students make decisions about how to set up a problem.			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.6.2: Use tools such as objects of drawings to model problems.	In the first example, show the number 10 using addition of whole numbers by counting out ten blocks. Divide them into two piles and write a number sentence that shows the number in each pile of blocks.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I27: Pattern Blocks I29: Student Groupings <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A21: Daily Routines (K-3) A22: Lesson Activities A24: Student Questioning 	<p>TLG: 2.13: 144-148, 3.14: 231-235, 5.5: 355-359, 5.13: 393-397, 7.7: 593-596, 8.7: 644-648, 9.8: 706-710, 10.1: 726-729</p> <p>SMJ: 2.13: 28-29, 3.14: 62, 5.5: 105-106, 5.13: 127, 8.7: 192, 195, 196, 9.8: 222-223, 10.1: 215</p>

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PROBLEM SOLVING (cont.)

Standard 6: Students Solve problems and justify their reasoning.			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.6.3: Explain the reasoning used and justify the procedures selected in solving a problem.	In the first example, make two piles of ten blocks; separate one block from the first pile and count the number of blocks left. Separate two blocks from the second pile and count the number left. Describe any pattern of numbers that you find.	<p><u>Instructional Strategies</u></p> <p>I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I15: Daily routines (K-3) I16: Modeling I17: Manipulatives Use I27: Pattern Blocks I29: Student Groupings</p> <p><u>Assessment Strategies</u></p> <p>A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A21: Daily routines (K-3) A22: Lesson Activities A24: Student Questioning</p>	<p>1.13: 67-70, 4.3: 265-269, 5.6: 360-364, 5.8: 370-373, 7.1: 566-569, 7.5: 583-587, 7.6: 588-592, 8.5: 635-638, 9.4: 687-691</p> <p>SMJ: 4.3: 73, 5.6: 108, 5.8: 113, 7.6: 170-171, 8.5: 189- 190, 9.4: 212</p> <p>MM+: 79-149</p>

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PROBLEM SOLVING (cont.)

Standard 6: Students Solve problems and justify their reasoning.			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.6.4: Make precise calculations and check the validity of the results in the context of the problem.	In the first example, check your results by setting out 10 blocks showing $1 + 9$, another 10 blocks showing $2 + 8$, and so on. Continue to count out piles of 10 blocks to find the total number of ways that ten blocks can be separated into two piles. Describe the patterns that you find and how you know you have found all of them.	<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> I3: Sharing Strategies I4: Counters/Arrays/grids I6: Problem Solving Strategies I15: Daily Routines (K-3) I16: Modeling I17: Manipulatives Use I27: Pattern Blocks I29: Student Groupings <p><u>Assessment Strategies</u></p> <ul style="list-style-type: none"> A4: Observations A5: Questions A8: Student Sharing Strategies A9: Mini Math Interviews A21: Daily Routines (K-3) A22: Lesson Activities A24: Student Questioning 	<p>TLG: 1.12: 60-66, 5.13: 393-397, 6.8: 523-526</p> <p>SMJ: 1.2: 6, 5.13: 127, 6.8: 147</p> <p>MM+: 79-149</p>

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PROBLEM SOLVING (cont.)

Standard 6: Students solve problems and justify their reasoning.			
Indicator	Example	Instruction/Assessment Strategy	Resource
	Use the problem you have just solved to find how many ways you can write 16 by adding two numbers.	<u>Instructional Strategies</u> I3: Sharing Strategies I4: Counters/Arrays/Grids I6: Problem Solving Strategies I9: Math Boxes I10: Math Messages I13: Algorithms I16: Modeling I17: Manipulatives Use I28: Basic Math Routines I29: Student Groupings I30: Lesson Activities I31: Student Journal Pages I32: CD Worksheets I33: Math Masters I34: Guess & Check	TLG: 6.8: 523-526 SMJ: 6.8: 147 MM+: 79-149

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PROBLEM SOLVING (cont.)

Standard 6: Students solve problems and justify their reasoning.			
Indicator	Example	Instruction/Assessment Strategy	Resource
1.6.5: Understand and use connections between two problems. (cont.)		<u>Assessment Strategies</u> A1: Checking Progress A6: M.Q.A. A8: Student Sharing Strategies A9: Mini Math Interviews A10: Slates A13: CD Assessments A15: Math Boxes A19: Algorithms A20: Math Journal Pages (Math Book) A22: Lesson Activities A23: Math Masters A24: Student Questioning	