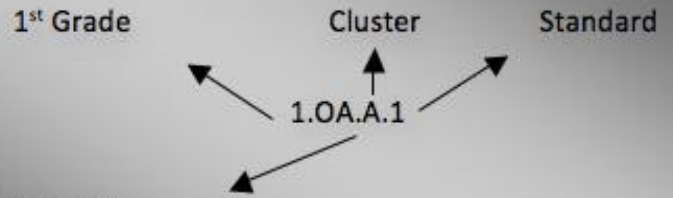


**Campbell County Schools**  
**1<sup>st</sup> Nine Weeks at-a-Glance**  
**1st Grade Math**

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**Common Core Coding Explanation**



Domain:

OA: Operations and Algebraic Thinking  
 NBT: Number and Operations in Base Ten  
 MD: Measurement and Data  
 G: Geometry

Common Core State Standard	Aligned Textbook Lessons/Activities
<b>Counting Sequence - suggested 10 days</b>	
<p><b>1.NBTA.1</b> 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.</p>	
<b>Place Value with Tens and Ones - suggested 25 days</b>	
<p><b>1.NBT.B.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	

<b>LOAC.5.</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
<b>LOAA.1.</b> 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. <sup>1</sup> See Glossary, Table 1. <b>(mastery to 10)</b>	
<b>LOAC.6.</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ). <b>(mastery to 10)</b>	
<b>Organizing Data - suggested 10 days</b>	
<b>1.MD.C.4.</b> 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.	