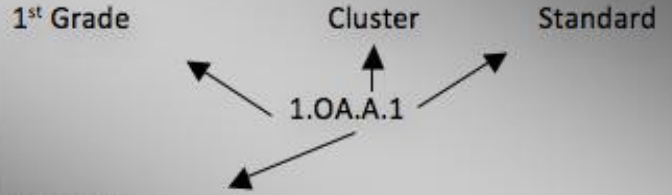


**Campbell County Schools**  
**2<sup>nd</sup> Nine Weeks at-a-Glance**  
**1st Grade Math**

**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>Telling Time - suggested 5 days - ongoing remainder of year</b>	
<p><b>1.MD.B.3</b>            Tell and write time in hours and half-hours using analog and digital clocks.</p>	
<b>Interpreting and Using Symbols - suggested 10 days</b>	
<p><b>1.OA.D.7.</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p>	
<p><b>1.NBT.B.3.</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>	

**Developing Addition and Subtraction Strategies – suggested 20 days**

**1.OA.B.4** Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. Add and subtract within 20.*

**1.OA.B.3** Apply properties of operations as strategies to add and subtract.<sup>2</sup> *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)* Students need not use formal terms for these properties.

**1.OA.C.6** 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  $6 + 6 + 1 = 12 + 1 = 13$ ).

**Extending Strategies for Solving Addition and Subtraction Problems -  
suggested 10 days**

**1.OA.A.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.