

Math Expressions Common Core Year at a Glance – Grade 1

* Indicates lessons may take two days – included in pacing days.

Pacing days include Assessments (one day for Quick Quiz and Fluency Check combined).

Formative Assessment: Check Understanding should occur in the classroom daily (found at the end of each lesson).

Beginning of the Year Inventory - 1 Day					
Unit 1 – Partners and Number Patterns Through 10		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Numbers Through 10 1.OA.A.1, 1.OA.C.5	1-2		Quick Quiz 1	3
	Patterns with Partners Through 10 1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	3-9	*Lessons 3, 5	Quick Quiz 2	10
Unit Review and Unit Assessment					2
Unit 1 Total					15

Unit 1 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart	Using the Number Path		Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 1 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: $10=8+2$)</p> <p>See Volume 1 TE p. xxxii for more information.</p>	<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 1 TE p. xxxii for more information.</p>		<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>

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Unit 2 – Addition and Subtraction Strategies		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Represent Addition Situations <i>1.OA.A.1, 1.OA.C.6, 1.OA.D.7</i>	1-4		Quick Quiz 1, Fluency Check 1 (AG p. 136)	5
	Solve Addition Equations <i>1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8</i>	5-9	*Lesson 6	Quick Quiz 2, Fluency Check 2 (AG p. 137)	7
	Solve Subtraction Equations <i>1.OA.A.1, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8</i>	10-13		Quick Quiz 3, Fluency Check 3 (AG p. 138)	5
	Equation Exploration <i>1.OA.A.1, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8</i>	14-16	*Lesson 14	Quick Quiz 4, Fluency Check 4 (AG p. 139)	5
Unit Review and Unit Assessment					2
Unit 2 Total					24

Unit 2 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart	Using the Number Path	Using Secret Code Cards	Greater and Less
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 1 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: 10=8+2)</p> <p>See Volume 1 TE p. xxxii for more information.</p>	<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 1 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>	<p>SL writes two numbers and draws circles to show number (encourage drawing with 5-groups)</p> <p>SL asks class to compare.</p> <p>Class responds with ___ is less than ___ and the opposite (___ is greater than ___).</p> <p>SL writes ___ < ___ and ___ > ___ next to circle drawings.</p> <p>See Volume 1 TE p. xxxiii for more information.</p>

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Unit 3 – Unknown Numbers in Addition and Subtraction		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Counting On with Addition Situations 1.OA.A.1, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	1-5	*Lesson 1	Quick Quiz 1, Fluency Check 5 (AG p. 140)	7
	Counting On with Subtraction Situations 1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	6-8		Quick Quiz 2, Fluency Check 6 (AG p. 141)	4
	Mixed Story Problems 1.OA.A.1, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8	9-12	*Lesson 9	Quick Quiz 3, Fluency Check 7 (AG p. 142)	6
Unit Review and Unit Assessment					2
Unit 3 Total					19

Unit 3 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Using the Number Path	Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 1 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: $10=8+2$)</p> <p>See Volume 1 TE p. xxxii for more information.</p>		<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 1 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>
Number Partners	<p>Plan for Choosing Total Present one total a day in this order: 10, 9, 8, 7, 6, then start again with 10</p>		<p>SL writes total and circle drawing next to the total. SL writes one partner with a plus sign and asks class how many makes the total. SL writes partner expression. SL continues until all partners are shown.</p> <p>See Volume 1 TE p. xxxiii for more information.</p>	

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Unit 4 – Place Value Concepts		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Tens and Teens 1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.B, 1.NBT.B.2.C, 1.NBT.C.4, 1.NBT.C.5	1-6		Quick Quiz 1, Fluency Check 8 (AG p. 143)	7
	Place Value to 100 1.OA.C.5, 1.OA.C.6, 1.OA.D.8, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.B, 1.NBT.B.2.C, 1.NBT.B.3, 1.NBT.C.4	7-12	*Lesson 10	Quick Quiz 2, Fluency Check 9 (AG p. 144)	8
	Addition Strategies 1.OA.C.5, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.A, 1.NBT.B.2.C, 1.NBT.B.3, 1.NBT.C.4	13-18		Quick Quiz 3, Fluency Check 10 (AG p. 145)	7
Unit Review and Unit Assessment					2
Unit 4 Total					24

Unit 4 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Using the Number Path	Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 1 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: 10=8+2)</p> <p>See Volume 1 TE p. xxxii for more information.</p>		<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 1 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>
Partner Houses	<p>Have a Partner House pre-drawn on display a Math Board. SL chooses a random number from 6 to 10 and writes in roof area. SL writes first partner, class responds with corresponding partner. SL continues until all partner pairs have been identified.</p> <p>See Volume 1 TE p. xxxiv</p>			

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Unit 5 – Place Value Situations		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Teen Solution Methods 1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	1-6	*Lessons 1, 3, 5	Quick Quiz 1, Fluency Check 11 (AG p. 146)	10
	Find Patterns and Relationships 1.OA.A.1, 1.OA.A.2, 1.OA.C.6, 1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.C, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6	7-11	*Lesson 8	Quick Quiz 2, Fluency Check 12 (AG p. 147)	7
Unit Review and Unit Assessment					2
Unit 5 Total					19

Unit 5 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Using the Number Path	Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 2 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: $10=8+2$)</p> <p>See Volume 2 TE p. xxxii for more information.</p>		<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 2 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>
<p>Additional Counting Tens and Ones (Begin after reaching 120 twice)</p>	<p>Count on 20 from Any 2-Digit Number SL chooses number and leads class in counting. Eventually class counts with eyes closed.</p> <p>Count from 90 to 120 by Ones SL points to 90 on 120 Poster and leads. Eventually class counts with eyes closed.</p> <p>Count From Any Number to 120 SL chooses any number and leads. Eventually start with number between 100 and 120.</p> <p>See Volume 2 TE p. xxxiii for more information.</p>		<p>Mountains and Equations</p>	<p>SL writes a Math Mountain with one partner unknown.</p> <p>SL writes two equations to go with Math Mountain.</p> <p>SL asks for unknown partners and fills in boxes.</p> <p>*Have three SL's doing this routine.</p> <p>See Volume 2 TE p. xxxiii for more information.</p>

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Unit 6 – Comparisons and Data		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Represent and Compare Data <i>1.OA.A.1, 1.OA.A.2, 1.MD.C.4</i>	1-5	*Lesson 2	Quick Quiz 1, Fluency Check 13 (AG p. 148)	7
	Compare Problem Types <i>1.OA.A.1, 1.OA.A.2, 1.MD.C.4</i>	6-9	*Lesson 7	Quick Quiz 2, Fluency Check 14 (AG p. 149)	6
Unit Review and Unit Assessment					2
Unit 6 Total					15

Unit 6 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Using the Number Path	Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 2 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: 10=8+2)</p> <p>See Volume 2 TE p. xxxii for more information.</p>		<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 2 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 2 TE p. xxxii for more information.</p>
Additional Counting Tens and Ones (Begin after reaching 120 twice)	<p>Count on 20 from Any 2-Digit Number SL chooses number and leads class in counting. Eventually class counts with eyes closed.</p> <p>Count from 90 to 120 by Ones SL points to 90 on 120 Poster and leads. Eventually class counts with eyes closed.</p> <p>Count From Any Number to 120 SL chooses any number and leads. Eventually start with number between 100 and 120.</p> <p>See Volume 2 TE p. xxxiii for more information.</p>		Add and Subtract Within Ten	<p>Students practice facts within 10 using Red, Orange, and Yellow Count On cards.</p> <p>Cards answered incorrectly go back into practice pile.</p> <p>Students can work with a partner.</p> <p>See Volume 2 TE p. xxxiv for more information.</p>

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Unit 7 – Geometry, Measurement, and Equal Shares		Lessons	2-Day Lessons	Assessments	Days
Big Ideas	Tell and Write Time <i>CC.1.MD.B.3</i>	1-5		Quick Quiz 1, Fluency Check 15 (AG p. 150)	6
	Shapes and Equal Shares <i>1.G.A.1, 1.G.A.2, 1.G.A.3</i>	6-11	*Lessons 6, 7, 9, 10	Quick Quiz 2, Fluency Check 16 (AG p. 151)	11
	Measure and Order by Length <i>1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1.G.A.3</i>	12-14		Quick Quiz 3, Fluency Check 17 (AG p. 152)	4
Unit Review and Unit Assessment					2
Unit 7 Total					23

Unit 7 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Using the Number Path	Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 2 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: 10=8+2)</p> <p>See Volume 2 TE p. xxxii for more information.</p>		<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 2 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>
Additional Counting Tens and Ones (Begin after reaching 120 twice)	<p>Count on 20 from Any 2-Digit Number: SL chooses number and leads class in counting. Eventually class counts with eyes closed.</p> <p>Count from 90 to 120 by Ones: SL points to 90 on 120 Poster and leads. Eventually class counts with eyes closed.</p> <p>Count From Any Number to 120: SL chooses any number and leads. Eventually start with number between 100 and 120.</p> <p>See Volume 2 TE p. xxxiii for more information.</p>		Add and Subtract Teen Numbers	<p>Students practice facts within teens using Green, Purple, and Blue Count On cards.</p> <p>Cards answered incorrectly go back into practice pile.</p> <p>Students can work with a partner.</p> <p>See Volume 2 TE p. xxxiv for more information.</p>

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Unit 8 – Two-Digit Addition		Lessons	2-Day Lessons	Assessments	Days
Big Idea	Add 2-Digit Numbers <i>1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.6</i>	1-6	*Lesson 1	Quick Quiz 1, Fluency Check 18 (AG p. 153)	8
	Unit Review and Unit Assessment				2
Unit 8 Total					10
First Grade Total					150

Unit 8 Daily Routines – Counting Tens and Ones

Daily Plan (repeat after reaching 120)				
1. Add 2 each day. (10 days – get to 20)	2. Add 3 each day. (10 days – get to 50)	3. Add 4 each day (5 days – get to 70)	4. Add 3 each day. (10 days – get to 100)	5. Add 2 each day. (10 days – get to 120)
Using the 120 Poster	Using the Counting Tens and Ones Flip Chart		Using the Number Path	Using Secret Code Cards
<p>Student Leader (SL) circles the numbers each day according to Daily Plan.</p> <p>If a new ten is made, circles are erased and a bracket is drawn at the bottom of the column.</p> <p>SL leads class in counting new total, pointing to numbers:</p> <ul style="list-style-type: none"> Up to and including 50, class counts by ones <p>See Volume 2 TE p. xxxi for more information.</p>	<p>*Begin year by covering the first column of counters (on the left of the chart) with ten small sticky notes.</p> <p>SL uncovers counters each day and writes total number of uncovered counters at the bottom of the column. Sticky notes are kept in boxes at bottom.</p> <p>SL writes an equation adding all columns together.</p> <p>When 10 counters are uncovered in a column, SL asks how many counters need to be covered in the next column.</p> <p>Class reads equation as tens and ones (example: 3 tens and 2 ones is 32)</p> <p>SL says the 10-partners made by sticky notes (example: 10=8+2)</p> <p>See Volume 2 TE p. xxxii for more information.</p>		<p>SL adds new number of circles on display Math Board.</p> <p>When a new 10 is made, SL draws a line to show a 10-stick.</p> <p>SL writes vertical addition equation (adding previous total and new number).</p> <p>SL adds new number circles to previous day's proof drawing.</p> <p>See Volume 2 TE p. xxxii for more information.</p>	<p>SL shows new total using Demonstration Secret Code Cards (Example: 29 – 20 card and 9 card).</p> <p>SL says: 20 plus 9 (showing both cards)</p> <p>Class responds: 20 plus 9 makes 29.</p> <p>See Volume 1 TE p. xxxii for more information.</p>
Additional Counting Tens and Ones (Begin after reaching 120 twice)	<p>Count on 20 from Any 2-Digit Number SL chooses number and leads class in counting. Eventually class counts with eyes closed.</p> <p>Count from 90 to 120 by Ones SL points to 90 on 120 Poster and leads. Eventually class counts with eyes closed.</p> <p>Count From Any Number to 120 SL chooses any number and leads. Eventually start with number between 100 and 120.</p> <p>See Volume 2 TE p. xxxiii for more information.</p>		Telling Time	<p>SL draws hour and minute hands on Time Poster analog clock to show a time to the hour or half hour.</p> <p>Class responds with time shown.</p> <p>SL writes time on Time Poster digital clock.</p> <p>See Volume 2 TE p. xxxiv for more information.</p>