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SUGGESTED

**INSTRUCTIONAL**

**PLANNING GUIDE**

*for the Mississippi College- and Career-Readiness Standards*

**q Mathematics**

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| **Grade 1** |

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**INTRODUCTION**

The unprecedented, nationwide school closures in the spring of 2020 due to the COVID-19 pandemic have created a shift in how districts plan for school re-entry. Instead of the traditional brick-and-mortar planning, administrators are now identifying models that will support a variety of instructional delivery scenarios as they plan for school reopening. The traditional methods of planning and delivery are nearly impossible to implement as a stand-alone model; instead, innovative educators are developing and identifying strategies and resources to support a variety of distance learning scenarios as part of their plans. When using new models of delivery, it is important to recognize that the traditional approach to remediation—providing work better suited for earlier grades—may be insufficient. Instead, the conventional approach to remediation will likely compound the problem educators are trying to correct. According to a 2018 study, [The Opportunity Myth[[1]](#footnote-2)](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf), the approach of “meeting students where they are”, while often well-intended, only widens the achievement gap. Instead of remediation, teachers and administrators are encouraged to look toward acceleration methods to support student growth and close the gaps.

**PURPOSE**

The purpose of the *Suggested Mississippi College- and Career-Readiness Standards Instructional Planning Guides* is to provide a *SUGGESTED* guide to assist teachers in planning rigorous, coherent lessons that focus on the critical content of each grade level. Providing curriculum guidance through intentional standard grouping and consideration for the time needed to address different objectives, should encourage consistent instruction that fully aligns to the Mississippi College- and Career-Readiness Standards. The use of this guide can also foster collaborative planning across schools and districts throughout the state.

**DEVELOPMENT**

The following planning and subsequent grouping of standards were determined through a collaborative process among state-level content specialists. By connecting standards through common conceptual understandings and relationships, the expectation is that conceptual connections will promote a cohesive process and avoid the teaching of standards in isolation. Additionally, it promotes a deeper understanding and a more authentic acquisition of mathematical knowledge and skills. The Standards for Mathematical Practices (SMPs) presented are those suggested to be highlighted within the respective standard; however, this does not exclude the inclusion of other SMPs. The standards determined as “**priority**” have been bolded and are standards identified as critical to the mastery of other standards. A standard’s “**priority**” status does *NOT* have a direct correlation with test item frequency. Additionally, some standards may appear multiple times throughout the course with a portion of the standard highlighted to depict that only that portion of the standard is to be taught within that unit.

**RESOURCES FOR CONSIDERATION**

The resources listed below may be referenced to support classroom teachers in the development of lesson plans and instruction at the local level. This list is not meant to be exhaustive, rather it represents consultative resources that align with the Units/Themes provided in the Instructional Planning Guides. Educators are encouraged to use these resources in addition to those curriculum materials that meet the needs of the students they serve.

| High-Quality Instructional Materials (HQIM) | Instruction and Planning Resources | Standards for Mathematical Practices (SMPs) | AssessmentResources | Professional Development |
| --- | --- | --- | --- | --- |
| * [MS HQIM Defined](https://mdek12.org/HQIM)
* [MS Adopted HQIM (Textbooks)](https://www.mdek12.org/caravan2019)
* [enVision Mathematics 2020 Correlation to the MS CCRS K-5](https://assets.savvas.com/correlations/MS_2016_enVMS2020_K-5.pdf?_ga=2.245827716.1280125487.1593455317-1093477658.1593035292)
* [MHE My Math Learning Solution](https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/mymath/mcgraw-hill-my-math-learning-solution.pdf)
* [Great Minds (Eureka Math) Teacher Resource Pack](https://eurekamath.greatminds.org/teacher-resource-pack)
* [Great Minds Alignment to MSCCRS](https://greatminds.org/resources/products/mississippi-standards-alignment-study)
 | * [Achieve the Core Coherence Map-1](https://achievethecore.org/coherence-map/1)[st](https://achievethecore.org/coherence-map/1) [Grade Math](https://achievethecore.org/coherence-map/1)
* [Standards Dependency and Flow View](http://jeffbaumes.github.io/standards/)
* *Scaffolding Instruction for ELLs*
* [Achieve the Core CCR Shifts in Mathematics](https://achievethecore.org/content/upload/SAP_ShiftsAtAGlance_02.pdf)
* [Standards Progressions for Mathematics Progression Documents](http://ime.math.arizona.edu/progressions/)
* [SFUSD Manipulatives List](http://www.sfusdmath.org/manipulatives.html)
* [Printable Manipulatives](https://www.mathematicalpractices.com/mp1e/content/printable-manipulatives/)
* [SFUSD Manipulatives List](http://www.sfusdmath.org/manipulatives.html)
* [Printable Manipulatives](https://www.mathematicalpractices.com/mp1e/content/printable-manipulatives/)
* [Achieve the Core Instructional Practice Guide K-8](https://achievethecore.org/category/1155/printable-versions)
* [Mississippi Exemplar Units and Lesson Plans-Grade 1 Math](https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Exemplar%20Units/math/1st-Grade-Math-Unit-Revised-Need-DB.pdf)
* [Mississippi CCRS Exemplar Lesson Plans](https://mdek12.org/ESE/math/lesson-plans)
* [HCPSS Family Mathematics Support Center Grade 1](https://hcpss.instructure.com/courses/32029/pages/grade-1-star-mathematics-overview)
* [MS CCRS Scaffolding Documents](https://mdek12.org/ese/ccr)
* [Access for All Guidance](https://mdek12.org/sites/default/files/documents/OAE/OAE/2019-access-for-all-guide.pdf)
* [MDE Family Guides for Student Success](https://mdek12.org/OAE/OEER/FamilyGuidesEnglish)\*

(Alternative Language: [Spanish](https://mdek12.org/OAE/OEER/FamilyGuidesSpanish))*\*This resource can be used for standards reinforcement of previous grades.* | * [Illustrative Mathematics Understanding the Standards for Mathematical Practices (SMPs)](http://tasks.illustrativemathematics.org/practice-standards/)
* [Inside Mathematics Mathematical Practice Standards](https://www.insidemathematics.org/common-core-resources/mathematical-practice-standards)
* [Inside Mathematics Mentors of Mathematical Practice](https://www.insidemathematics.org/common-core-resources/mentors-of-mathematical-practice)
 | * [Inside Mathematics Resources by Standard Grade 1](https://www.insidemathematics.org/common-core-resources/1st-grade)
* [Illustrative Mathematics Grade 1 Tasks](http://tasks.illustrativemathematics.org/content-standards/1)
* [Goalbook Pathways Grade 1](https://goalbookapp.com/pathways/?ref=topic" \l "!/browse-topics/math/1)

  | * [MDE Professional Development Resources](https://www.mdek12.org/OPD/home)
* [MARS Prototype Professional Development Modules](https://www.map.mathshell.org/pd.php)
* [NCTM Professional Development Resources](https://www.nctm.org/Conferences-and-Professional-Development/Professional-Development-Resources/)
* [Inside Mathematics Classroom Videos](https://www.insidemathematics.org/classroom-videos)
* [NCTM Math Forum](https://www.nctm.org/tmf/mathed/mathed.research.new.html)
* [Great Minds (Eureka) Webinars](https://eurekamath.greatminds.org/webinar-library)
* [Using Manipulatives in the Classroom](https://www.teachervision.com/professional-development/using-manipulatives)
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| Applets, Demos, Interactives, and Virtual Manipulatives |
| * [CPM Tiles](https://technology.cpm.org/general/tiles/)
* [Didax Virtual Manipulatives](https://www.didax.com/math/virtual-manipulatives.html)
* [Didax Free Activity Guides for Virtual Manipulatives](https://www.didax.com/virtual-manipulatives-activities)
* [GeoGebra Virtual Manipulatives](https://www.geogebra.org/m/NPDu3rCm)
* [Houghton Mifflin and Harcourt iTools](https://www-k6.thinkcentral.com/content/hsp/math/hspmath/na/common/itools_int_9780547584997_/main.html)
* [Math Playground Math Manipulatives](https://www.mathplayground.com/math_manipulatives.html)
* [McGraw Hill (Glencoe) Virtual Manipulatives](http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html)
* [The Math Learning Center Math Apps](https://www.mathlearningcenter.org/apps)
* [Toy Theatre Virtual Manipulatives](https://toytheater.com/category/teacher-tools/virtual-manipulatives/)
* [Visnos Mathematical Demonstrations](https://www.visnos.com/demos)
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| **TERM 1****UNIT OF STUDY**(REAL-WORLD APPLICATION)**q** | **MS CCR STANDARDSq** | **STANDARDS FOR MATHEMATICAL PRACTICE (SMPs)q** | CORE ACADEMIC **VOCABULARY TERMSq** |
| --- | --- | --- | --- |
| **Unit 1: Counting to 120 Using Multiple Strategies**(Expanding on the Kindergarten skill of counting to 100, allows students to understand numbers to represent a value and the sequence as it increases from 0-120. Understanding 0-120 will build the concept for understanding the repeat of number sequence in each place value.) | 1.NBT.1 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. | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | CountHundredsOnesOrderSequenceSequential OrderTensValueZero -One Hundred Twenty |
|  | **1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).** | * **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | Skip Counting |
| **Unit 2: Using Place Value to Add and Subtract**(Expanding on knowledge from Kindergarten with ones and tens, students use multiple strategies to understand the concepts of 10s, by relating it ones, students begin to add and subtract 10s as they would ones. This lays the foundation for later adding within 100.) | **1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:** **1.NBT.2a. 10 can be thought of as a bundle of ten ones — called a “ten.”** **1.NBT.2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.** **1.NBT.2c. 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).** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | OnesPlace ValueTens |
|  | **1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | LessMore OnesPlace ValueTens |
|  | **1.NBT.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 4** Model with Mathematics.
* **SMP 5** Use appropriate tools strategically.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | LessMore OnesPlace ValueTens |
| **Unit 3: Comparing 2-Digit** Numbers Based on Place Value(Students build on knowledge of sequence and place value to determine which two-digit number has the greater value. Prepares students with a method for comparing larger quantities in later grades.) | **1.NBT.3 Compare two, two-digit numbers, based on meanings of the tens and ones’ digits, recording the results of comparisons with the symbols >, =, and <.** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | CompareEqual To (=)Greater Than (>), Less Than (<)OnesTens |
| **Unit 4: Equal Sign and the Number Properties**(Students begin to learn number properties also referred to as mental math strategies. Using these properties students can determine if expressions are equal and begin to understand the use of the equal sign. This lays the groundwork for later work with expressions and equations.) | **1.OA.7 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? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | EqualEqual SignEquationFalseNumber PropertyNumber SentenceTrue |
|  | **1.OA.3 Apply properties of operations as strategies to add and subtract. 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.) \*\*** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | AddendAdditionDifferenceMinuendMinusMinus SignPlusPlus SignSubtrahendSum |
|  | **1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | AddendAdditionDifferenceMinuendMinusMinus SignPlusPlus SignSubtrahendSumUnknown |
|  | **1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 +? = 11, 5 =  – 3, 6 + 6 = .** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | AddendAdditionDifferenceEquationMinuendMinusMinus SignPlusPlus SignSubtrahendSumUnknown |

| **TERM 2****UNIT OF STUDY**(REAL-WORLD APPLICATION)**q** | **MS CCR STANDARDSq** | **STANDARDS FOR MATHEMATICAL PRACTICE (SMPs)q** | CORE ACADEMIC **VOCABULARY TERMSq** |
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| **Unit 5: Adding and Subtracting Within 20**(After working with place value and number properties students are ready to expand knowledge from adding and subtracting within 10 to adding and subtracting within 20.) | **1.OA.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).** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 7** Look for and make use of structure.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | AddendAdditionDifferenceMinuendMinusMinus SignPlusPlus SignSubtrahendSum |
| **Unit 6: Solving Word Problem with Addition and Subtraction Within 20**(After working with the computation of adding and subtracting within 20, students are ready to expand knowledge by applying knowledge to real-world situations. This lays the foundation for students to be able to apply mathematical computations to a real-world problem or situation.) | **1.OA.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. \*** | * **SMP 1** Make sense of problems and persevere in solving them.
* **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 4** Model with Mathematics.
* **SMP 5** Use appropriate tools strategically.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | AddAltogetherBothCombinedDecreaseDifferenceFewerFewer ThanHow Many MoreHow Much MoreIn AllIncreaseMinusPlusRemainsSumTake AwayTogetherTotal |
|  | **1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.** | * **SMP 1** Make sense of problems and persevere in solving them.
* **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 4** Model with Mathematics.
* **SMP 5** Use appropriate tools strategically.
* **SMP 8** Look for and express regularity in repeated reasoning.
 | AddAltogetherBothCombinedDecreaseDifferenceFewerFewer ThanHow Many MoreHow Much MoreIn AllIncreaseMinusPlusRemainsSumTake AwayTogetherTotal |
| **Unit 7: Distinguishing Shapes Based on Attributes**(Students compose and decompose plane (2-D) or solid (3-D) figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. By learning these properties or attributes students gain a foundation for symmetry and congruency.) | 1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. | * **SMP 1** Make sense of problems and persevere in solving them.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 4** Model with Mathematics.
* **SMP 7** Look for and make use of structure.
 | AttributeCircleClosed HexagonOpen RectangleShapeSide SphereSquareTrapezoidTriangle |
|  | 1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. \*\*\* | * **SMP 1** Make sense of problems and persevere in solving them.
* **SMP 4** Model with Mathematics.
* **SMP 7** Look for and make use of structure.
 | CircleComposite ShapeCubeHalf-CircleQuarter CircleRectangleRight Circular ConesRight Circular CylindersRight Rectangular PrismSquareTrapezoidTriangle |
| **Unit 8: Measurement with Non-Standard Units**(Students develop an understanding of the meaning and processes of measurement, lays the foundation for measuring with standard units in later grades.) | **1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.** | * **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | CompareLengthLongLongerLongestOrderShortShorterShortest |
|  | **1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.** | * **SMP 5** Use appropriate tools strategically.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | LengthMeasureNon-Standard UnitUnit |
|  | 1.MD.4 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. | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 4** Model with Mathematics.
* **SMP 5** Use appropriate tools strategically.
* **SMP 6** Attend to precision.
 | CategoryDataHow ManyHow Many LessHow Many MoreInterpretOrganize |

| **TERM 3****UNIT OF STUDY**(REAL-WORLD APPLICATION)**q** | **MS CCR STANDARDSq** | **STANDARDS FOR MATHEMATICAL PRACTICE (SMPs)q** | CORE ACADEMIC **VOCABULARY TERMSq** |
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| **Unit 9: Partitioning Shapes**(Foundational skill for working with Fractions, using a familiar concept such as shapes, students learn to create equal parts within a whole.) | 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | CircleEqual PartFourthsHalfHalvesPartPartitionQuarterRectangleShare |
| **Unit 10: Partitioning of a Month: Weeks in a Month; Days in a Week; Hours in a Day**(Keeping in line with the concept of partitioning, students learn the parts of month. This skill is foundational for the concept of time in relation to the Calendar.) | 1.MD.3 Tell and write time with respect to a calendar.1.MD.3b Identify the days of the week, the number of days in a week, and the number of weeks in each month. | * **SMP 5** Use appropriate tools strategically.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | AprilAugustCalendarDayDecemberFebruaryFridayHourJanuaryJulyJuneMayMarchMondayMonthNovemberOctoberSaturdaySeptemberSundayTuesdayThursdayWednesdayWeek |
| **Unit 11: Partitioning of a Day by Telling Time**(Keeping in line with the concept of partitioning, students learn the parts of a day and more specifically and hour. This skill is foundational for the concept of time in relation to the Clock.) | 1.MD.3 Tell and write time with respect to a clock.1.MD.3aTell and write time in hours and half-hours using analog and digital clocks. | * **SMP 5** Use appropriate tools strategically.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | AboutClockHalf-HourHourHour HandO’ ClockMinuteMinute HandTime |

| **TERM 4****UNIT OF STUDY**(REAL-WORLD APPLICATION)**q** | **MS CCR STANDARDSq** | **STANDARDS FOR MATHEMATICAL PRACTICE (SMPs)q** | CORE ACADEMIC **VOCABULARY TERMSq** |
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| **Unit 12: Addition to 100** (Foundation for Adding where students learn that combining two whole numbers will result in a whole number with a larger value. This skill will later evolve into the foundation for skip counting and multiplication.) | **1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.** | * **SMP 2** Reason abstractly and quantitatively.
* **SMP 3** Construct viable arguments and critique the reasoning of others.
* **SMP 4** Model with Mathematics.
* **SMP 5** Use appropriate tools strategically.
* **SMP 6** Attend to precision.
 | AddendAdditionPlusPlus SignRegroupSum |
| **Unit 13: Partitioning the Dollar**(Foundational skill introducing the concept of money, starting with the dollar and the coins that make up a dollar. This builds on the concept of adding to 100. It lays the foundation for working with money, decimals, fractional parts, and equal parts.) | 1.MD.5 Working with Money1.MD.5a Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, $1).1.MD.5b Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).1.MD.5c Count like U.S. coins up to the equivalent of a dollar.1.MD.5d Find the equivalent value for all greater value U.S. coins using like value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal dime, but not 1 nickel and 5 pennies equal 1 dime). | * **SMP 1** Make sense of problems and persevere in solving them.
* **SMP 2** Reason abstractly and quantitatively.
* **SMP 4** Model with Mathematics.
* **SMP 5** Use appropriate tools strategically.
* **SMP 6** Attend to precision.
* **SMP 7** Look for and make use of structure.
 | CentCoinDime Dollar Half-Dollar MoneyNickelPennyQuarter |

 \* [**See Glossary, Table 1**](http://www.corestandards.org/Math/Content/mathematics-glossary/Table-1/)

 \*\* ***Students need not use formal terms for these properties.***

\*\*\* ***Students do not need to learn formal names such as “right rectangular prism.”***

1. *https://tntp.org/assets/documents/TNTP\_The-Opportunity-Myth\_Web.pdf* [↑](#footnote-ref-2)