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***Resources Provided by NC Department of Public Instruction (NCDPI):***

| [1st Grade Math Unpacking](https://www.dpi.nc.gov/media/15044/open) | [NC Standard Course of Study: 1st Grade Math](https://www.dpi.nc.gov/media/4009/open) (Pages 4-7)  [Quick Reference Guide for NC Standard Course of Study (1st Grade)](https://drive.google.com/drive/folders/1uGAVxZwL1z2PBJFBK1LJNQ8gCZ9z_Rkh) | [K-2 Math Assessment (Mid-Year 1st Grade)](https://drive.google.com/file/d/1pCoaG7870jA2v5-8zIWCIy6neauDX1m0/view) | [1st Grade Math Games](https://www.dpi.nc.gov/media/13072/open) | [1st Grade Math Games](https://www.dpi.nc.gov/media/13072/open) |
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**Additional Resources:**

| [Achieve the Core (Coherence Map)](https://achievethecore.org/search?q=coherence+map)  *(this resource shows connections between standards; be sure to think through alignment with the current NC Standard Course of Study if you choose to utilize it)* | [Vocabulary Links](https://docs.google.com/document/d/1quHU4tLtEO2YlrjKESFLQ-w-FzatftkHXzYZeKdvYUc/edit) | [Tools4NCTeachers](https://tools4ncteachers.com/first-grade/) |
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***School Year at a Glance: 2023- 2024***

| **Domain/Cluster/Strand** | **Standards** | | | |
| --- | --- | --- | --- | --- |
| **1st Nine Weeks** | **2nd Nine Weeks** | **3rd Nine Weeks** | **4th Nine Weeks** |
| **Cluster 1**: Using Numbers to Explore Our Mathematical Community | NC.1.NBT.1, NC.1.NBT.2, NC.1.NBT.7, NC.1.MD.4 |  |  |  |
| **Cluster 2:** Building a Conceptual Understanding of Addition and Subtraction | NC.OA.7, NC.OA.9, NC.OA.3, NC.OA.6, NC.OA.1 |  |  |  |
| **Cluster 3:** Understanding Equality and Place Value to Compare Number |  | NC.1.NBT.1, NC.1.NBT.2, NC.1.NBT.3, NC.1.NBT.7, NC.1.MD.4, NC.1.OA.1 |  |  |
| **Cluster 4:** Understanding Measurement as a Context to Compare Numbers |  | NC.1.MD.1, NC.1.MD.2  NC.1.NBT.3, NC.1.OA.2  NC.1.OA.7, NC.1.OA.8 |  |  |
| **Cluster 5:** Operating with Place Value |  |  | NC.1.NBT.1, NC.1.NBT.2  NC.1.NBT.4, NC.1.NBT.5  NC.1.NBT.6, NC.1.OA.1  NC.1.OA.3, NC.1.OA.7 |  |
| **Cluster 6:** Distinguishing and Composing Shapes |  |  | NC.1.G.1, NC.1.G.2 |  |
| **Cluster 7:** Partitioning and Telling Time to the Hour and Half Hour |  |  |  | NC.1.MD.3, NC.1.G.3 |
| **Cluster 8:** Developing Flexibility with Number |  |  |  | NC.1.OA.1, NC.1.OA.2  NC.1.OA.3, NC.1.OA.4  NC.1.OA.6, NC.1.OA.9  NC.1.MD.5 |

***Unit/Module Pacing:***

| **Number**  **of Days** | **Name of Unit/Module** | **Pre-Requisites** | **Standards** | **Academic Vocabulary** | **Instructional Resources** |
| --- | --- | --- | --- | --- | --- |
| ***1st Nine Weeks/Quarter 1 (45 days)*** | | | | | |
| 20 days | Using Numbers to Explore Our Mathematical Community | NC.K.CC.1  NC.K.CC.2  NC.K.CC.3  NC.K.NBT.1 | NBT 1,2,7  MD.4 | ***NBT 1.1 and 1.7 :*** *count, demonstrate, understand, number, counting process, numerals*  ***NBT 1.2:*** *tens and ones, digits, place, value*  ***MD.4:*** *data, data set, interpret, organize, represent, category, tally marks, representation, table, chart* | *Lessons, Instructional, and Assessment Task:* [*Tools4NCTeachers*](https://tools4ncteachers.com/1st-cluster-2/)  [*Virtual Manipulatives*](https://toytheater.com/category/teacher-tools/virtual-manipulatives/)  NBT.1:   * [Exploring Counting Patterns](https://tools4ncteachers.com/resources/district-leaders/documents/c1-exploringcountingpatterns-nbt1.docx) * [Count by 1's to 150](https://www.youtube.com/watch?v=4htW_ZIZoFk) * [Lesson 6: Errors](https://tools4ncteachers.com/resources/district-leaders/documents/lesson6-errors-nbt1-cluster1.docx)   *Videos*   * [Count by 1's to 150](http://quietube7.com/v.php/http://www.youtube.com/watch?v=4htW_ZIZoFk) * [Let's Count by Tana Hoban](http://quietube7.com/v.php/http://www.youtube.com/watch?v=Eeap84wXoyQ) * [100 Waves](http://www.mathmusicals.com/#/grade/1/100-waves/)   Games: [Skidoo Game](https://drive.google.com/file/d/1PcZFUsmP-bcMQKNTxdIOhynlXU6x_IOq/view?usp=sharing)  Seesaw:   * [Rote count to 150](https://app.seesaw.me/pages/shared_activity?share_token=znYo5BTkQXKkYKROkg-PDQ&prompt_id=prompt.0252af2f-1e39-42c1-9451-7133dcdbcd90) * [Rote count by 10s to 100](https://app.seesaw.me/pages/shared_activity?share_token=W2w9GX5KTEarCEjHiU8BzA&prompt_id=prompt.76b90d1d-33dd-413a-a3a2-0fdbfdb0392c) * [Rote count by 5s to 100](https://app.seesaw.me/pages/shared_activity?share_token=ZLjAXBB7RNC4kZroEFcn0A&prompt_id=prompt.c94c1502-202f-4cd1-a3fd-56951891e99c)   NBT.2:   * [Quick Images with two digit numbers](https://tools4ncteachers.com/resources/district-leaders/documents/c1345-quickimageswithtwodigitnumbers-nbt2.docx) * [Mystery Number](https://tools4ncteachers.com/resources/district-leaders/documents/c13-mysterynumber-nbt2.docx) Lesson * [Ten frames 11-20](https://tools4ncteachers.com/resources/district-leaders/documents/c135-tenframes11-20-nbt2.docx)   Musicals: [Place Value House](http://quietube7.com/v.php/http://www.youtube.com/watch?v=1F3AycEDksY)   * [Videos That Teach Place Value](https://luckylittlelearners.com/videos-teach-place-value/) * [Place Value Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=a4FXl4zb3E4) * <https://youtu.be/MmLMU8BqyKw>   Games   * [Scoop De Doo Game](https://drive.google.com/file/d/1EDVe8I8Fsb6ZPxpXkjkAPtbRyB_lzyyD/view?usp=sharing) * [Nifty Fifty Gam](https://drive.google.com/file/d/1N9G0muPvuq3JJkuqoFk6Ar5j8kbV8pvP/view?usp=sharing)   Seesaw:   * [Place value basketball game](https://app.seesaw.me/pages/shared_activity?share_token=kk0oOLMUTyGhJYnrGLBawQ&prompt_id=prompt.184b20e7-45a5-45bb-a9cd-dde609e936e2) * [Place value tens and ones](https://app.seesaw.me/pages/shared_activity?share_token=W7XZ-8W4RsmZR-xaSL1z1A&prompt_id=prompt.4071a8dc-3bca-4e02-9210-8d9a50415e85) * [Place value](https://app.seesaw.me/pages/shared_activity?share_token=Cxrbv5_WRyOzBXdCSyA1lg&prompt_id=prompt.de236cc9-3b70-4023-b1a8-d1ba3cb5972c)   NBT.7:   * [Lesson 1- What is Math?](https://tools4ncteachers.com/resources/district-leaders/documents/lesson1-WhatisMath-nbt7-cluster1.docx) * [Lesson 2-Changing Numbers](https://tools4ncteachers.com/resources/district-leaders/documents/lesson2-changingnumbers-nbt7-Cluster1.docx)   Lesson  Seesaw:   * [Counting on assessment](https://app.seesaw.me/pages/shared_activity?share_token=NOIC7REWS82an8caD8PO7Q&prompt_id=prompt.72f50819-b429-4040-83c1-727e6479a944) * [Fill in the missing numbers](https://app.seesaw.me/pages/shared_activity?share_token=gEnihvt4QaiJzMAo8TUSIg&prompt_id=prompt.6ced2331-27b0-4c0a-8624-222c75e10b63) * [Monster Missing numbers](https://app.seesaw.me/pages/shared_activity?share_token=Q5mwkPEMTL-We-HFdHUhbA&prompt_id=prompt.c679b7ba-0226-4c70-a3f4-c83d385b09e0)   *Videos*   * [Big Numbers Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=e0dJWfQHF8Y)   MD.4:   * [Lesson 4-Questions](https://tools4ncteachers.com/resources/district-leaders/documents/lesson4-questions-md4-cluster1.docx) * [How Many Cubes Can You Grab?](https://tools4ncteachers.com/resources/district-leaders//How-Many-Cubes-Can-You-Grab-cluster1-MD4.doc) * [Represent and Compare Data](https://tools4ncteachers.com/resources/district-leaders/documents/c13-representandcomparedata-md4.docx) * [Pattern Block Graph](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/md4-pattern-block-graph.docx)   *Videos*   * [Represent and Interpret Data](http://quietube7.com/v.php/http://www.youtube.com/watch?v=GHb9ZGTDzV4) * [Organizing and Interpreting Data](http://quietube7.com/v.php/http://www.youtube.com/watch?v=KHVb0TIM8WQ) * [Graph and Tally](http://quietube7.com/v.php/http://www.youtube.com/watch?v=XW_zx4ORU_I)   Seesaw:   * [Bar Graph](https://app.seesaw.me/pages/shared_activity?share_token=Wnhu4wmaRJeetXv1m5mg5Q&prompt_id=prompt.6e2fb296-06d0-4d1c-a231-570ffcfcfd64) * [Favorite Dessert Data](https://app.seesaw.me/pages/shared_activity?share_token=_1ve3EoZRK6FczEx1_0UeA&prompt_id=prompt.46a36bdb-9e3b-410a-ac81-c0eab3ab3b0a) * [Graphing Activity](https://app.seesaw.me/pages/shared_activity?share_token=Oxjwc0g1RVKXwTLWPa8HpA&prompt_id=prompt.1e075fb4-6493-40df-a595-6de7cfeeaef1) * [ABCYA game](https://app.seesaw.me/pages/shared_activity?share_token=UzV_qJo_Sj6ZRYb39Um3og&prompt_id=prompt.cb0880eb-b018-4813-8655-e1b51eca923f) * [Online game: interpreting data](https://app.seesaw.me/pages/shared_activity?share_token=7imSBlHXTqGjhaaog_NnNw&prompt_id=prompt.690fc600-2f0b-41bd-a23e-1fba918cce6d) * [Sea Graphing](https://app.seesaw.me/pages/shared_activity?share_token=0Xco41lVT5GBR8RIzGY9Ww&prompt_id=prompt.c22ef25f-0854-4e1c-984d-1a7ca303174a)   [Cluster 1 CFA](https://docs.google.com/document/d/1R-lCWtBYmSMsdV-mJi7FhbqYrcuwXbHd3ForWvZKZvc/edit)  [Next Steps for NBT.1- cluster 1](https://tools4ncteachers.com/resources/district-leaders/documents/Cluster1-InstructionalMoves.docx)  [Instructional and Assessment Task](https://tools4ncteachers.com/1st-cluster-1/) |
| 25 days | Building a Conceptual Understanding of Addition and Subtraction | NC.K.OA.2  NC.K.NBT.1  NC.K.OA.3  1.NBT.1  1.NBT.2  NC.K.OA.5  NC.K.OA.1  NC.K.OA.3  NC.K.OA.4 | 1.OA.7  1.OA.9  1.OA.3  1.OA.6  1.OA.1 | ***1.OA. 1, 3, 6, 7, 9:*** *Addition/Plus/Add,*  *Equal sign/Total,*  *Subtraction/Minus/Subtract/Difference/Take Away/Less*  *Equation,*  *Compose/Decompose*  *Strategy,*  *Commutative/Associative Property,* | *Lessons, Instructional, and Assessment Task:* [*Tools4NCTeachers*](https://tools4ncteachers.com/1st-cluster-2/)  [*Virtual Manipulatives*](https://toytheater.com/category/teacher-tools/virtual-manipulatives/)  1.OA.7  Mini Lesson  Tools4NCTeachers   * [Exploring Equality](https://tools4ncteachers.com/resources/district-leaders/documents/c245-exploringequality-oa7.docx) * [Is it the Same?](https://tools4ncteachers.com/resources/district-leaders/documents/c45-isitthesame-oa7.docx)   Videos   * [The Equal Song](https://www.youtube.com/watch?v=3FDIXz0AFCA) * [Cookie Monster on what Equal Means](https://www.youtube.com/watch?v=MFrwrh1gEfk)   Seesaw:   * [True/false equations](https://app.seesaw.me/pages/shared_activity?share_token=F80dtHsbRe6xmxz9D6TDLg&prompt_id=prompt.e955ea77-6495-457f-9fc3-e42af823a98a) * [Balanced equations](https://app.seesaw.me/pages/shared_activity?share_token=lkmmI7j4T0avtkcORRw4vA&prompt_id=prompt.46db472c-8c4e-4c90-8df6-bd18a37e2b9f) * [Addition equations](https://app.seesaw.me/pages/shared_activity?share_token=1e-QCvL4RBO1zfPCukrN1w&prompt_id=prompt.94b02a87-d536-4191-959e-f96e263ab504)   1.OA.9   * [Addition Video](https://www.youtube.com/watch?v=UqQ1VkBvuRs) * [Pirate Addition Song](https://www.youtube.com/watch?v=WT_wvvEvkw4) * [Pirate Subtraction Song](https://www.youtube.com/watch?v=QkPa9V2wtZs)   Tools4NCTeachers Lessons   * [Ten Frames 0-10](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa9-ten-frames0-10.docx) * [Ten Frames 11-19](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa9-ten-frames11-19.docx)   Seesaw   * [Addition fluency](https://app.seesaw.me/pages/shared_activity?share_token=gj_SdVxvRP2enXYyOrb3fg&prompt_id=prompt.71eb34a8-0e42-43f4-9334-8a8d45fd3291) * [Addition board game](https://app.seesaw.me/pages/shared_activity?share_token=5xecp54XSF6T1bS9fR45Fw&prompt_id=prompt.fa0291f9-2704-4fc4-ac5c-309681c6f3e8) * [Subtraction fluency](https://app.seesaw.me/pages/shared_activity?share_token=opfb1KoHR86a4B3QOe7oMw&prompt_id=prompt.f7987a7f-12c9-4904-b99f-134f6c0426ff) * [Subtraction circles](https://app.seesaw.me/pages/shared_activity?share_token=-oUcU11GS_CSepL1EZ7p_w&prompt_id=prompt.d56e040d-7550-4ba5-b57d-6294bc5f089a)   1.OA.3  Tools4NCTeachers Lesson   * [Do They Have the Same Number?](https://tools4ncteachers.com/resources/district-leaders/documents/c258-dotheyhavesamenumber-oa3.docx)   *Videos*   * [Addition and Subtraction Strategies with Commutative and Associative Properties](https://www.youtube.com/watch?v=FtjkzSnZ4G4)   Seesaw:   * [Commutative property](https://app.seesaw.me/pages/shared_activity?share_token=eeV0nVfvT8yojEhWlAcYdA&prompt_id=prompt.1bef6e19-b5f3-41a0-9abe-8aa8092deea2) * [Commutative property of addition](https://app.seesaw.me/pages/shared_activity?share_token=_MAo8v-pRJKDK335nROBjA&prompt_id=prompt.7ef5f560-7e74-4a60-a7ff-3a55f0743bd5) * [Associative property](https://app.seesaw.me/pages/shared_activity?share_token=xyKlD7bUT1O89VbmiMSbLA&prompt_id=prompt.00464307-15ec-4ef6-a1df-f934087f7b84) * [Nutty Buddies 1 Game](https://drive.google.com/file/d/1zSZMXAw5sVG9Ln_mPSf1ixdRWlbl44E-/view?usp=sharing) * [Nutty Buddies 2 Game](https://drive.google.com/file/d/1-BD6VSchqh_qgaMAMQ4_2joyOHQAE-rO/view?usp=sharing)   1.OA.6 Strategies (beyond counting) to add and subtract Lesson [Tools4NCTeachers](https://tools4ncteachers.com/resources/district-leaders/documents/c2-strategiestoaddsubtract-oa6.docx)  Videos   * [How to use a Number Line](https://www.youtube.com/watch?v=tp9n4kMTuQo) * [Addition Action Song](https://www.youtube.com/watch?v=UqQ1VkBvuRs) * [Addition Fact Song](https://www.youtube.com/watch?v=uRoJ5E-Xx9s) * [Add 'Em Up Song](https://www.youtube.com/watch?v=INHYb1RNaMM) * [Math Facts Song](https://www.youtube.com/watch?v=ra5AO2Ca5PI)   Tools4NCTeachers   * [Strategies to Add and Subtract](https://tools4ncteachers.com/resources/district-leaders/documents/c2-strategiestoaddsubtract-oa6.docx) * [Snap](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-8/oa6-snap.docx) * [Add it Up](https://tools4ncteachers.com/resources/district-leaders/documents/c248-additup-oa6.docx) * [Take it Away](https://tools4ncteachers.com/resources/district-leaders/documents/c248-takeitaway-oa6.docx)   Seesaw:   * [Addition strategies](https://app.seesaw.me/pages/shared_activity?share_token=STind0K9QfmXFC9aZbh3uQ&prompt_id=prompt.4601acb0-1148-4452-ad8a-6863a04240df) * [Addition strategies review](https://app.seesaw.me/pages/shared_activity?share_token=3aeVCwq2SNOCWqwRjBA9eg&prompt_id=prompt.201154d9-dac7-422d-8d7f-2600fe0e96f4) * [Subtraction strategies](https://app.seesaw.me/pages/shared_activity?share_token=ovoy96UsQMiWlYmrAtGg-g&prompt_id=prompt.7bac9b73-c0b6-4a64-a7c3-ed2c331f0f6c) * [Using a number line to subtract](https://app.seesaw.me/pages/shared_activity?share_token=g-mh2dCTRuyMBojoZi4Zvg&prompt_id=prompt.a81a0d86-7069-49c3-8d3c-ac3c61ae19a1)   NCDPI Games   * [Nutty Buddies 1 Game](https://drive.google.com/file/d/1zSZMXAw5sVG9Ln_mPSf1ixdRWlbl44E-/view?usp=sharing) * [Nutty Buddies 2 Game](https://drive.google.com/file/d/1-BD6VSchqh_qgaMAMQ4_2joyOHQAE-rO/view?usp=sharing) * [Outer Space Chase Game](https://drive.google.com/file/d/1ZVjUGuS7Gro5wwIXXQXBq6BKD-PxDq2J/view?usp=sharing) * [Shorty Forty Game](https://drive.google.com/file/d/1ziSpzfAL5ScRE2Zuu_PGogX4WswBdXg9/view?usp=sharing) * [Gone Fishing 1 Game](https://drive.google.com/file/d/1hN0rcpbA3IFwjV67qpVPX8e7JTCu5G9G/view?usp=sharing) * [Gone Fishing 2 Game](https://drive.google.com/file/d/1liHZWoryvSMOmGyfcybFg3gtvqeQIfMB/view?usp=sharing) * [Gone Fishing 3 Game](https://drive.google.com/file/d/1G4nthWCFEgmG370wKvkMZa6yyDfGYvk8/view?usp=sharing) * [A Bunch of Fun Game](https://drive.google.com/file/d/1rfl7oKIxnk6aUVrZXw3WHcEM8MSA_naD/view?usp=sharing) * [Bear Races Game](https://drive.google.com/file/d/1mQSVk9XnMRDK34da8elVWsFA9_6MRN5d/view?usp=sharing) * [Concentration 1 Game](https://drive.google.com/file/d/1a8HKL0psSzJfDIhO6XwBSDeJ2c3sknFJ/view?usp=sharing) * [Cover Up Game](https://drive.google.com/file/d/1BREZ5WM2Qlgy4NngDaxkcVz_-ZgOdiVk/view?usp=sharing) * [Double Up Game](https://drive.google.com/file/d/1UuuhgJFl-v2PF5znMuEjgDQPqE0TsQwC/view?usp=sharing) * [Four’s a Winner Game](https://drive.google.com/file/d/1GQjwM0zg7E7wJ-s0WV1R46qyXbYgQwsA/view?usp=sharing) * [King Seven Game](https://drive.google.com/file/d/1dGHPhna5dXsHm-lskv5eY7NfPMReV55o/view?usp=sharing) * [Mooove It Game](https://drive.google.com/file/d/1fcQGUy27AS-xDC9xeqXFWGDvYaPb6-kQ/view?usp=sharing) * [Move It Addition Game](https://drive.google.com/file/d/1UXLPwZ5ZMEDP9JGqIRxvf3KZ6WSt0JTb/view?usp=sharing) * [Target Twelve Game](https://drive.google.com/file/d/1FURqUIZd1gNwdqUsGFRZlusPb7U2MMKu/view?usp=sharing)   1.OA.1  Tools4NCTeachers   * [Lesson 5: Birds](https://tools4ncteachers.com/resources/district-leaders/documents/lesson5-birds-oa1-cluster1.docx) * [A Day at the Beach](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-a-day-at-the-beach.docx) * [The Crayon Box](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-the-crayon-box.docx) * [Toy Cars](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-toy-cars.docx) * [Sorting Problem Types](https://tools4ncteachers.com/resources/district-leaders/documents/c2358-sortingproblemtypes-oa1.docx) * [Compare Difference Unknown](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/oa1-compare-difference-unknown.docx) * [20 Cookies](https://tools4ncteachers.com/resources/district-leaders/documents/c28-20cookies-oa1.docx) * [Writing in Math](https://tools4ncteachers.com/resources/district-leaders/documents/c2358-oa1-WritinginMath.docx)   NCDPI Games   * [Waddle, Waddle, Splat! Game](https://drive.google.com/file/d/1DHgFLp8xbfpkVckosaD4W5OSQsk-v9CO/view?usp=sharing)   Seesaw:   * [Start unknown word problems](https://app.seesaw.me/pages/shared_activity?share_token=6r8H8Qi6RMKneO76cLtFKw&prompt_id=prompt.00538e7c-77d8-45a1-8371-31f4f3962eed) * [Part/part/whole word problems](https://app.seesaw.me/pages/shared_activity?share_token=73Z8HDtfRE-C0RIcuuxbrg&prompt_id=prompt.18f6a5f3-ed79-4d05-bf17-43a7fe7a7ab5) * [Word problem](https://app.seesaw.me/pages/shared_activity?share_token=BottonLDS_CW5jQOvjuR6Q&prompt_id=prompt.5ff964cc-f5be-4122-a4b5-a15a1f65c6f7) * [Using addition to solve word problems with pictures](https://app.seesaw.me/pages/shared_activity?share_token=JIBrZC_dTnSeoRaQLcCWyg&prompt_id=prompt.c1a5042c-e533-49c8-ba8e-d40a031d2f43)   [*Cluster 2 CFA*](https://docs.google.com/document/d/1nn_wfZYLvPgai6caWgf3DlmhktPQN1hS5sxYxXmuP-Y/edit) |
| ***2nd Nine Weeks/Quarter 2 (45 days)*** | | | | | |
| 25 days | Understanding Equality and Place Value to Compare Number | NC.K.CC.1  NC.K.CC.3  NC.K.CC.2  NC.K.CC.3  NC.K.NBT.1  NC.1.NBT.1 NC.1.NBT.7  NC.K.CC.6  NC.K.CC.7 | NC.1.NBT.1  NC.1.NBT.2  NC.1.NBT.3  NC.1.NBT.7  NC.1.MD.4  NC.1.OA.1 | ***NBT 1.1:*** *count, demonstrate, understand, number, counting process*  ***NBT 1.2 and 1.3:*** *two digits, tens and ones, compare, value, models, demonstrate,*  ***MD.4:*** *data, data set, interpret, organize, represent, category, tally marks, representation, table, chart*  ***OA.1:*** *represent, solve, addition, subtraction, unknow, equation, symbol, change unknown, addend unknown, difference unknown* | *NBT.1*  *Videos*   * [Count by 1's to 150](http://quietube7.com/v.php/http://www.youtube.com/watch?v=4htW_ZIZoFk) * [Let's Count by Tana Hoban](http://quietube7.com/v.php/http://www.youtube.com/watch?v=Eeap84wXoyQ)   Tools4NCTeachers   * [Lesson 6: Errors](https://tools4ncteachers.com/resources/district-leaders/documents/lesson6-errors-nbt1-cluster1.docx) * [Exploring Counting Patterns](https://tools4ncteachers.com/resources/district-leaders/documents/c1-exploringcountingpatterns-nbt1.docx)   Seesaw:   * [Rote count to 150](https://app.seesaw.me/pages/shared_activity?share_token=znYo5BTkQXKkYKROkg-PDQ&prompt_id=prompt.0252af2f-1e39-42c1-9451-7133dcdbcd90) * [Rote count by 10s to 100](https://app.seesaw.me/pages/shared_activity?share_token=W2w9GX5KTEarCEjHiU8BzA&prompt_id=prompt.76b90d1d-33dd-413a-a3a2-0fdbfdb0392c) * [Rote count by 5s to 100](https://app.seesaw.me/pages/shared_activity?share_token=ZLjAXBB7RNC4kZroEFcn0A&prompt_id=prompt.c94c1502-202f-4cd1-a3fd-56951891e99c)   NCDPI Games   * [Skidoo Game](https://drive.google.com/file/d/1PcZFUsmP-bcMQKNTxdIOhynlXU6x_IOq/view?usp=sharing)   NBT.2:   * [Quick Images with two digit numbers](https://tools4ncteachers.com/resources/district-leaders/documents/c1345-quickimageswithtwodigitnumbers-nbt2.docx) * [Mystery Number](https://tools4ncteachers.com/resources/district-leaders/documents/c13-mysterynumber-nbt2.docx) Lesson * [Ten frames 11-19](https://tools4ncteachers.com/resources/district-leaders/documents/c135-tenframes11-20-nbt2.docx)   Musicals:   * [Place Value House](http://quietube7.com/v.php/http://www.youtube.com/watch?v=1F3AycEDksY) * [Videos That Teach Place Value](https://luckylittlelearners.com/videos-teach-place-value/) * [Place Value Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=a4FXl4zb3E4) * [Numbers bond 11-19](http://quietube7.com/v.php/http://www.youtube.com/watch?v=MmLMU8BqyKw)   Games   * [Scoop De Doo Game](https://drive.google.com/file/d/1EDVe8I8Fsb6ZPxpXkjkAPtbRyB_lzyyD/view?usp=sharing) * [Nifty Fifty Gam](https://drive.google.com/file/d/1N9G0muPvuq3JJkuqoFk6Ar5j8kbV8pvP/view?usp=sharing)   Seesaw:   * [Place value basketball game](https://app.seesaw.me/pages/shared_activity?share_token=kk0oOLMUTyGhJYnrGLBawQ&prompt_id=prompt.184b20e7-45a5-45bb-a9cd-dde609e936e2) * [Place value tens and ones](https://app.seesaw.me/pages/shared_activity?share_token=W7XZ-8W4RsmZR-xaSL1z1A&prompt_id=prompt.4071a8dc-3bca-4e02-9210-8d9a50415e85) * [Place value](https://app.seesaw.me/pages/shared_activity?share_token=Cxrbv5_WRyOzBXdCSyA1lg&prompt_id=prompt.de236cc9-3b70-4023-b1a8-d1ba3cb5972c)   *NBT.3*   * [Number Gators Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=M6Efzu2slaI)   NCDPI Games   * [Big Cheese Game](https://drive.google.com/file/d/12nic9VStTlIeS-61bYOP-7KPQxOvn0CG/view?usp=sharing)   Seesaw:   * [Comparing numbers](https://app.seesaw.me/pages/shared_activity?share_token=A-XHB1eySfCfCXJaQSbnkw&prompt_id=prompt.33f86f27-3f7b-48c7-9f4e-a29080b1854b) * [Comparing song and activity](https://app.seesaw.me/pages/shared_activity?share_token=7QZ6PEgDTm2piNn3JSGiCw&prompt_id=prompt.49cac1b4-7057-4966-838e-f93d873a7723) * [Comparing two-digit numbers](https://app.seesaw.me/pages/shared_activity?share_token=Svsz1mRBQ5i9-THfDyl6Cw&prompt_id=prompt.f4d3d9a8-acec-4a7f-af66-ec98ad11a2d9) * [Comparing with symbols](https://app.seesaw.me/pages/shared_activity?share_token=pxE9lRkyTLuzmPZsFti0pQ&prompt_id=prompt.1566685c-e4fe-40f0-a6fa-62ef963389e2)   [*Cluster 3 CFA*](https://docs.google.com/document/d/1zYgj_2pvdgqNVFlKVaaJmsJToAJBOPh8K4VxrVY4EyM/edit) |
| 20 days | Understanding Measurement as a Context to Compare Numbers | NC.K.MD.1  NC.K.MD.2  NC.K.OA.2  NC.1.NBT.1  NC.1.NBT.7  NC.1.NBT.2  NC.1.OA.1  NC.1.OA.3  NC.1.OA.4  NC.1.OA.6  NC.1.OA.9 | NC.1.MD.1  NC.1.MD.2  NC.1.NBT.3  NC.1.OA.2  NC.1.OA.7  NC.1.OA.8 | ***MD.1 and MD.2:*** *Order, compare, estimate, measure, length, shorter, longer, taller*  ***NBT 1.3:*** *two digits, tens and ones, compare, value, models, demonstrate*  ***OA.2:*** *word problems, addition, equations*  ***OA.7:*** *equal sign, true vs false*  ***OA.8:*** *unknown number, addition/subtraction, fact family* | *MD.1*  *Videos*   * [Make New Figures with 2D Shapes](http://quietube7.com/v.php/http://www.youtube.com/watch?v=RpW3tjWUZi8) * [2D Shape Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=beTDz9HSNOM) * [Name the Shape Game](http://quietube7.com/v.php/http://www.youtube.com/watch?v=svrkthG2950) * [Shapes, Sides, and Vertices](http://quietube7.com/v.php/http://www.youtube.com/watch?v=24Uv8Cl5hvI) * [Shape by Shape Read Aloud](http://quietube7.com/v.php/http://www.youtube.com/watch?v=2bHYkcZH6gs)   Tools4NCTeachers   * [All About Us](https://tools4ncteachers.com/resources/district-leaders//All-About-Us-cluster1-MD4.doc)   Seesaw:   * [Ordering objects by length](https://app.seesaw.me/pages/shared_activity?share_token=6vN-LAaTR7mzhTbQsvHYOQ&prompt_id=prompt.badd9efb-b1d7-4f8a-922e-aaff25a3bf49) * [Shortest to longest](https://app.seesaw.me/pages/shared_activity?share_token=TmxgT6l0Rh6tCaJ-4B8UBA&prompt_id=prompt.df39f99d-0a44-4d44-924c-79d6713ac3ed) * [Comparing length](https://app.seesaw.me/pages/shared_activity?share_token=Bd5oZpoXR4qtS2gO8xzfvw&prompt_id=prompt.e336ee50-ee26-403d-bada-86c078d21685) * [Measurement Detective](https://app.seesaw.me/pages/shared_activity?share_token=pBcFQAq5QM2bEIrKty2yqg&prompt_id=prompt.c7c61cdd-e13b-446b-8e18-399560be254e)   *MD.2*  Tools4NCTeachers   * [Lesson 3: Towers](https://tools4ncteachers.com/resources/district-leaders/documents/lesson3-towers-md2-cluster1.docx) * [Lots of Lines](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-4/md2-lots-of-lines.docx) * [Something is Fishy](https://tools4ncteachers.com/resources/district-leaders//Something-Is-Fishy-cluster4-MD2.doc)   Seesaw:   * [Measuring with squares](https://app.seesaw.me/pages/shared_activity?share_token=0NM-VyLZSzKoNSQX4WDZYw&prompt_id=prompt.d9fb7428-6910-4015-b5ed-d45d57ae7c23) * [Measuring with nonstandard units](https://app.seesaw.me/pages/shared_activity?share_token=dedIOX33RgSbuK-mBj480A&prompt_id=prompt.8fbf7123-f9e7-4739-8d57-e9e1a4aa9466) * [Measuring with emojis](https://app.seesaw.me/pages/shared_activity?share_token=wsPOdkeMSBmRgkndStHUBA&prompt_id=prompt.c4ab1eae-9f9c-45be-a58c-2171bab0ca06)   *1.OA.2*  *Videos*   * [Adding Number (Up to 20) - 1st Grade Math (1.OA.2)](http://quietube7.com/v.php/http://www.youtube.com/watch?v=uQiUTFO78Jk) * [Adding 3 Whole Numbers in Word Problems: 1.OA.2](http://quietube7.com/v.php/http://www.youtube.com/watch?v=tygD0DW-htI)   Tools4NCTeachers   * [The Fruit Stand](https://tools4ncteachers.com/resources/district-leaders/documents/c48-fruitstand-oa2.docx) * [Pinata Party](https://tools4ncteachers.com/resources/district-leaders/documents/c48-pinataparty-oa2.docx) * [Where Will We Sit?](https://tools4ncteachers.com/resources/district-leaders/documents/c48-WhereWillWeSit-OA2.docx)   NCDPI Games   * [Waddle, Waddle, Splat! Game](https://drive.google.com/file/d/1DHgFLp8xbfpkVckosaD4W5OSQsk-v9CO/view?usp=sharing)   Seesaw   * [Word problems with three numbers (#1)](https://app.seesaw.me/pages/shared_activity?share_token=0q8FlVDERfKn14DvXmTuwg&prompt_id=prompt.ae0e1bc7-2eff-4f8d-b56b-dd95bb9f26a7) * [Word problems with three numbers (#2)](https://app.seesaw.me/pages/shared_activity?share_token=dn_UBRskSnm8vjBcKVrpGw&prompt_id=prompt.c1078f7f-5c38-4f62-b1f5-2532a0c0a509) * [Word problem #3](https://app.seesaw.me/pages/shared_activity?share_token=nS4DWv77Siit5yqDzo9T9g&prompt_id=prompt.76cafcf1-33b6-4c4a-b0d1-0abfe17dc42f)   1.OA.8  *Videos*   * [Addition Song with 3 Digits](https://www.youtube.com/watch?v=81NfQ350vw8) * [Adding Three Whole Numbers](https://www.youtube.com/watch?v=81NfQ350vw8)   Tools4NCTeachers   * [The Cup Game](https://tools4ncteachers.com/resources/district-leaders/documents/c48-thecupgame-oa8.docx) * [What is the Missing Number?](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-5/oa8-what-is-the-missing-number.docx)   Seesaw   * [Subtraction with Story Problems - Ch 5](https://app.seesaw.me/pages/shared_activity?share_token=BKKpAJz1Ty-EsBuFOSyDrQ&prompt_id=prompt.c4d91943-4033-4e4c-a375-3d168680acc3) * [Missing addends](https://app.seesaw.me/pages/shared_activity?share_token=d9ljw8WlQ3m0O86Ffm1lOw&prompt_id=prompt.0d404162-861c-4a77-91ef-a6acea5e6a73) * [Secret code addition](https://app.seesaw.me/pages/shared_activity?share_token=o8UvOta8QK-B99iiH7lsCA&prompt_id=prompt.94ec67da-2c63-436e-98a9-ffd4ff8263a2) * [Missing addends detective](https://app.seesaw.me/pages/shared_activity?share_token=WwQumN_SRTaaYzwyf10jXw&prompt_id=prompt.91159350-48a8-45c7-86f7-ce3865625ae5)   [*Cluster 4 CFA*](https://docs.google.com/document/d/1YXOw8sK43gJZydX0m2BZ5nEScAh3yh7IFilxQHH23OM/edit) |
| ***3rd Nine Weeks/Quarter 3 (45 days)*** | | | | | |
| 30 days | Operating with Place Value | NC.1.OA.6  NC.1.OA.9  NC.K.CC.2  NC.K.NBT.1  NC.K.CC.1  NC.K.OA.2 | NC.1.NBT.1  NC.1.NBT.2  NC.1.NBT.4  NC.1.NBT.5  NC.1.NBT.6  NC.1.OA.1  NC.1.OA.3  NC.1.OA.7 | ***NBT 1.1:*** *count, demonstrate, understand, number, counting process*  ***NBT 1.2, 1.4, and 1.6: t****ens and ones, compare, value, models, demonstrate, one digit number, two digit number, multiple of 10, more, less, number lines, place value, addition vs subtraction relationship*  ***OA.1, .3, .7:*** *represent, solve, word problems, addition/subtraction, equations, symbol addend, unknown number, add to or take away for the unknown, compare, difference, commutative/associative property, true equations* | *NBT.1*  *Videos*   * [Count by 1's to 150](http://quietube7.com/v.php/http://www.youtube.com/watch?v=4htW_ZIZoFk) * [Let's Count by Tana Hoban](http://quietube7.com/v.php/http://www.youtube.com/watch?v=Eeap84wXoyQ)   Tools4NCTeachers   * [Lesson 6: Errors](https://tools4ncteachers.com/resources/district-leaders/documents/lesson6-errors-nbt1-cluster1.docx) * [Exploring Counting Patterns](https://tools4ncteachers.com/resources/district-leaders/documents/c1-exploringcountingpatterns-nbt1.docx) * [NBT.1/NBT.7 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx)   NCDPI Games   * [Skidoo Game](https://drive.google.com/file/d/1PcZFUsmP-bcMQKNTxdIOhynlXU6x_IOq/view?usp=sharing)   Seesaw:   * [Rote count to 150](https://app.seesaw.me/pages/shared_activity?share_token=znYo5BTkQXKkYKROkg-PDQ&prompt_id=prompt.0252af2f-1e39-42c1-9451-7133dcdbcd90) * [Rote count by 10s to 100](https://app.seesaw.me/pages/shared_activity?share_token=W2w9GX5KTEarCEjHiU8BzA&prompt_id=prompt.76b90d1d-33dd-413a-a3a2-0fdbfdb0392c) * [Rote count by 5s to 100](https://app.seesaw.me/pages/shared_activity?share_token=ZLjAXBB7RNC4kZroEFcn0A&prompt_id=prompt.c94c1502-202f-4cd1-a3fd-56951891e99c)   Tools4NCTeachers   * [Counting Students (1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt1-counting-students-version1.docx) * [Counting Students (2)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt1-counting-students-version2.docx) * [Counting Students (3)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt1-counting-students-version3.docx) * [Counting Seats](https://tools4ncteachers.com/resources/district-leaders/documents/c13-countingseats-nbt1.docx)   *NBT.2*  *Songs*   * [100 Waves Math Musical PDF](https://drive.google.com/file/d/1DWw_sXqSW4NvHfPscuY-0fk_GrNC1YHH/view?usp=sharing) * [100 Waves](http://www.mathmusicals.com/#/grade/1/100-waves/) * [Place Value House](http://quietube7.com/v.php/http://www.youtube.com/watch?v=1F3AycEDksY) * [Videos That Teach Place Value](https://luckylittlelearners.com/videos-teach-place-value/) * [Place Value Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=a4FXl4zb3E4) * [Numbers bond 11-19](http://quietube7.com/v.php/http://www.youtube.com/watch?v=MmLMU8BqyKw)   Tools4NCTeachers   * [Quick Images with two digit numbers](https://tools4ncteachers.com/resources/district-leaders/documents/c1345-quickimageswithtwodigitnumbers-nbt2.docx) * [Ten frames 11-20](https://tools4ncteachers.com/resources/district-leaders/documents/c135-tenframes11-20-nbt2.docx) * [Mystery Number](https://tools4ncteachers.com/resources/district-leaders/documents/c13-mysterynumber-nbt2.docx) * [Handful of Cubes](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/nbt2-handful-of-cubes.docx) * [Place Value and Arrow Cards](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/nbt2-place-value-and-arrow-cards.docx) * [Place Value Step 2 and Arrow Cards](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/nbt2-place-value-step2-and-arrow-cards.docx) * [Tall Towers](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/nbt2-tall-towers.docx) * [Place Value Frame Cards](https://tools4ncteachers.com/resources/district-leaders/documents/c345-placevaluetenframecards-nbt2.docx) * [Two Digit Numbers with Ten Frames](https://tools4ncteachers.com/resources/district-leaders/documents/c345-twodgitnumberswithtenframes-nbt2.docx) * [Arrow Cards with two digit numbers](https://tools4ncteachers.com/resources/district-leaders/documents/c35-arrowcardswithtwodigitnumbers-nbt2.docx) * [Two Digit Numbers](https://tools4ncteachers.com/resources/district-leaders/documents/c35-twodigitnumbers-nbt2.docx) * [Get 100!](https://tools4ncteachers.com/resources/district-leaders/documents/c5-get100-nbt4.docx)   Seesaw:   * [Place value basketball game](https://app.seesaw.me/pages/shared_activity?share_token=kk0oOLMUTyGhJYnrGLBawQ&prompt_id=prompt.184b20e7-45a5-45bb-a9cd-dde609e936e2) * [Place value tens and ones](https://app.seesaw.me/pages/shared_activity?share_token=W7XZ-8W4RsmZR-xaSL1z1A&prompt_id=prompt.4071a8dc-3bca-4e02-9210-8d9a50415e85) * [Place value](https://app.seesaw.me/pages/shared_activity?share_token=Cxrbv5_WRyOzBXdCSyA1lg&prompt_id=prompt.de236cc9-3b70-4023-b1a8-d1ba3cb5972c)   NCDPI Games   * [Scoop De Doo Game](https://drive.google.com/file/d/1EDVe8I8Fsb6ZPxpXkjkAPtbRyB_lzyyD/view?usp=sharing) * [Nifty Fifty Game](https://drive.google.com/file/d/1N9G0muPvuq3JJkuqoFk6Ar5j8kbV8pvP/view?usp=sharing)   Tools4NCTeachers   * [Writing in Math](https://tools4ncteachers.com/resources/district-leaders/documents/c135-nbt2-WritinginMath.docx)   *NBT.4*  *Videos*   * [Decomposition of Numbers](https://vimeo.com/album/4809844/video/198245972) * [Addition With A Number Chart](https://vimeo.com/album/4809844/video/198363210) * [Addition On A Number Line](https://vimeo.com/album/4809844/video/198712648) * [Addition: Partial Sums](https://vimeo.com/album/4809844/video/217232809)   Tools4NCTeachers   * [Adding with Tens and Ones Mat](https://tools4ncteachers.com/resources/district-leaders/documents/c5-addingwithtensonesmat-nbt4.docx) * [Strategies for Adding 10](https://tools4ncteachers.com/resources/district-leaders/documents/c5-strategiesforadding10-nbt4.docx)   NCDPI Games   * [Nifty Fifty Game](https://drive.google.com/file/d/1N9G0muPvuq3JJkuqoFk6Ar5j8kbV8pvP/view?usp=sharing)   Seesaw   * [Addition to 30](https://app.seesaw.me/pages/shared_activity?share_token=OpUtYSyYRCiPVCcVb7nEyg&prompt_id=prompt.420e02bb-faee-4d6e-b028-0bd2dd514219) * [Place value addition](https://app.seesaw.me/pages/shared_activity?share_token=EStG2v66TU6OwyxEtfBe2w&prompt_id=prompt.6eba3220-f539-4e9b-a61a-bd2106371d2c)   *NBT.5*  *Videos*   * [Big Ideas Math Musicals: Boxed In](https://static.bigideasmath.com/protected/content/mrl/examples/viewer.php?videoRef=MMV2_01_03) * [10 more/10 Less Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=zau4jtSA_kY)   Tools4NCTeachers   * [Hundreds Board Activities](https://tools4ncteachers.com/resources/district-leaders/documents/c58-hundredsboardactivities-nbt5.docx)   Seesaw:   * [Ten More and Ten Less](https://app.seesaw.me/pages/shared_activity?share_token=vau6DqWrQ1W0LFZopHoF8w&prompt_id=prompt.4416c60b-860c-4f65-8306-c58d0e5615cd) * [1 More and 1 Less, 10 More and 10 Less](https://app.seesaw.me/pages/shared_activity?share_token=6mD7uDPTQDyaQDJhlAhErw&prompt_id=prompt.6d4c35c3-be1e-4c84-b9ea-b5be5e5cc374) * [Ten more/less using place value](https://app.seesaw.me/pages/shared_activity?share_token=QHHVEqtWSPusLOvpCzFNsw&prompt_id=prompt.5bba6de9-4f86-4f14-9460-f61733917193)   *NBT.6*  *Videos*   * [The Cookie Monster](https://gfletchy.com/the-cookie-monster/)   Tools4NCTeachers   * [Strategies for Subtracting Multiples of 10](https://tools4ncteachers.com/resources/district-leaders/documents/c5-strategiesforsubtractingmultiplesof10-nbt6.docx)   Seesaw:   * [Subtracting tens with base ten blocks](https://app.seesaw.me/pages/shared_activity?share_token=wxQ7t9MFS86XJq42bAQUHg&prompt_id=prompt.456e3362-5ac9-4be1-81d0-f5a230007eaf) * [Subtracting tens using number lines](https://app.seesaw.me/pages/shared_activity?share_token=7l-uqoWkQLmQxFd8uL6dGg&prompt_id=prompt.cf8e7368-a4fb-4c76-81b2-4cc2282d3b46)   *OA.1*  Tools4NCTeachers   * [Lesson 5: Birds](https://tools4ncteachers.com/resources/district-leaders/documents/lesson5-birds-oa1-cluster1.docx) * [A Day at the Beach](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-a-day-at-the-beach.docx) * [The Crayon Box](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-the-crayon-box.docx) * [Toy Cars](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-toy-cars.docx) * [Sorting Problem Types](https://tools4ncteachers.com/resources/district-leaders/documents/c2358-sortingproblemtypes-oa1.docx) * [Compare Difference Unknown](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/oa1-compare-difference-unknown.docx) * [20 Cookies](https://tools4ncteachers.com/resources/district-leaders/documents/c28-20cookies-oa1.docx) * [Extending Work with Coins](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-8/1MD5-extendingworkwithcoins.docx)   NCDPI Games   * [Waddle, Waddle, Splat! Game](https://drive.google.com/file/d/1DHgFLp8xbfpkVckosaD4W5OSQsk-v9CO/view?usp=sharing)   Tools4Teachers   * [Writing in Math](https://tools4ncteachers.com/resources/district-leaders/documents/c2358-oa1-WritinginMath.docx)   Seesaw:   * [Start unknown word problems](https://app.seesaw.me/pages/shared_activity?share_token=6r8H8Qi6RMKneO76cLtFKw&prompt_id=prompt.00538e7c-77d8-45a1-8371-31f4f3962eed) * [Part/part/whole word problems](https://app.seesaw.me/pages/shared_activity?share_token=73Z8HDtfRE-C0RIcuuxbrg&prompt_id=prompt.18f6a5f3-ed79-4d05-bf17-43a7fe7a7ab5) * [Word problem](https://app.seesaw.me/pages/shared_activity?share_token=BottonLDS_CW5jQOvjuR6Q&prompt_id=prompt.5ff964cc-f5be-4122-a4b5-a15a1f65c6f7) * [Using addition to solve word problems with pictures](https://app.seesaw.me/pages/shared_activity?share_token=JIBrZC_dTnSeoRaQLcCWyg&prompt_id=prompt.c1a5042c-e533-49c8-ba8e-d40a031d2f43)   [Cluster 5 CFA](https://docs.google.com/document/d/1d3ZhTBuQeBwC6IkHw-09HZWkmWo8rrSAhjSNZnuDLI8/edit) |
| 15 days | Distinguishing and Composing Shapes | NC.K.G.1  NC.K.G.2  NC.K.G.3  NC.K.G.4  NC.K.G.5  NC.K.G.6 | NC.1.G.1  NC.1.G.2 | ***G.1 and .2:*** *distinguish, attributes, compose, build, opposite, two-dimensional,three-dimensional, sides, angles, vertices, triangle, rectangle, square, trapezoid, hexagon, circle, cube, rectangular prism, cone, sphere, cylinder, half circle* | *G.1*  *Videos*   * <https://youtu.be/guNdJ5MtX1A> * [2D Shape Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=beTDz9HSNOM) * [Name the Shape Game](http://quietube7.com/v.php/http://www.youtube.com/watch?v=svrkthG2950) * [Shapes, Sides, and Vertices](http://quietube7.com/v.php/http://www.youtube.com/watch?v=24Uv8Cl5hvI)   Tools4NCTeachers   * [Building Shapes](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-6/g1g2-building-shapes.docx) * [Shape Sort](https://tools4ncteachers.com/resources/district-leaders/documents/ShapeSortLesson-c6-G1.docx)   Seesaw   * [2D Shapes Moveable Math](https://app.seesaw.me/pages/shared_activity?share_token=_1Wi7syURVW0t_j1zocytA&prompt_id=prompt.76a49504-42e5-4613-8c31-f93d880148d9) * [3D Shapes Moveable Math](https://app.seesaw.me/pages/shared_activity?share_token=c2KPFLyMSIKVIi9w7IizkQ&prompt_id=prompt.9046bb55-850d-45ad-a03b-96be61e7f2b3)   *Formative Assessments*  Tools4NCTeachers   * [Build A Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g1-build-a-shape.docx) * [Identify a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g1-identifying-shapes.docx) * [What is a Triangle](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g1-what-is-a-triangle.docx) * [Draw a Square](https://tools4ncteachers.com/resources/district-leaders/documents/c6-drawasquare-g1.docx) * [Draw a Trapezoid](https://tools4ncteachers.com/resources/district-leaders/documents/c6-drawatrapezoid-g1.docx) * [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-6/g1g2-exit-tickets-5.docx)   *G.2*  *Videos*   * [Make New Figures with 2D Shapes](http://quietube7.com/v.php/http://www.youtube.com/watch?v=RpW3tjWUZi8) * [2D Shape Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=beTDz9HSNOM) * [Name the Shape Game](http://quietube7.com/v.php/http://www.youtube.com/watch?v=svrkthG2950) * [Shapes, Sides, and Vertices](http://quietube7.com/v.php/http://www.youtube.com/watch?v=24Uv8Cl5hvI) * [Shape by Shape Read Aloud](http://quietube7.com/v.php/http://www.youtube.com/watch?v=2bHYkcZH6gs)   Tools4NCTeachers   * [Building Shapes](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-6/g1g2-building-shapes.docx)   Seesaw:   * [2D Shapes](https://app.seesaw.me/pages/shared_activity?share_token=uBBNZsZUSJCwU1ijM6V3Hg&prompt_id=prompt.29993cb5-83c9-46d3-bb1a-c23239780c9d) * [Making 2D Composite Shapes](https://app.seesaw.me/pages/shared_activity?share_token=ATjqT7AgRfKiRJpHPBpCHw&prompt_id=prompt.5561b5d6-20b9-476b-aacc-e795aa7db154)   Tools4NCTeachers   * [Compose a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g2-compose-a-shape.docx) * [G.1/G.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-6/g1g2-exit-tickets-5.docx)   [*Cluster 6 CFA*](https://docs.google.com/document/d/1yWKWkyV89f-o7PVDH2Ee9iivhXWX4di0wRhtX-a5hM4/edit) |
| ***4th Nine Weeks/Quarter 4 (45 days)*** | | | | | |
| 15 days  30 days | Partitioning and Telling Time to the Hour and Half Hour  Developing Flexibility with Number | NC.1.G.1, NC.1.G.2  ,  NC.K.CC.1  NC.1.NBT.1  NC.1.NBT.2  NC.1.NBT.4  NC.1.NBT.5  NC.1.NBT.6  NC.1.NBT.7 | NC.1.MD.3, NC.1.G.3  (Spiral Review)  NC.1.OA.1  NC.1.OA.2  NC.1.OA.3  NC.1.OA.4  NC.1.OA.6  NC.1.OA.9  NC.1.MD.5 | ***NC.1.MD.3:***  *Clock, analog clock, digital clock, hour hand, minute hand, time, long, short, second*  ***NC.1.G.3***  *Shapes, 3D shapes, 2D shapes, halves, equal parts, fourths, circle, rectangle, quarters, whole*  ***OA.1, .2, .3, .4, .6, .9:*** *Addition/Plus/Add,*  *Equal sign/Total,*  *Subtraction/Minus/Subtract/Difference/Take Away/Less, solve*  *represent, word problems, symbol, addition/subtraction, equations, addend, unknown number, add to or take away for the unknown, compare, difference, commutative/associative property, true equations, number line, making ten, counting on, relationship of addition and subtraction together, compose/decompose*  *Strategy*  ***MD.5:*** *coins, value, penny, nickel, dime, quarter, cents* | *NC.1.MD.3*   * Give students some analog clock hands to sort (hour hand, minute hand) * Hand confusion: Give students multiple short and long hands for them to sort in 2 categories (hour and minute)   *NC.1.G.3*  <https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx>  *OA.1*  Tools4NCTeachers   * [Lesson 5: Birds](https://tools4ncteachers.com/resources/district-leaders/documents/lesson5-birds-oa1-cluster1.docx) * [A Day at the Beach](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-a-day-at-the-beach.docx) * [The Crayon Box](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-the-crayon-box.docx) * [Toy Cars](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa1-toy-cars.docx) * [Sorting Problem Types](https://tools4ncteachers.com/resources/district-leaders/documents/c2358-sortingproblemtypes-oa1.docx) * [Compare Difference Unknown](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-3/oa1-compare-difference-unknown.docx) * [20 Cookies](https://tools4ncteachers.com/resources/district-leaders/documents/c28-20cookies-oa1.docx) * [Extending Work with Coins](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-8/1MD5-extendingworkwithcoins.docx)   NCDPI Games   * [Waddle, Waddle, Splat! Game](https://drive.google.com/file/d/1DHgFLp8xbfpkVckosaD4W5OSQsk-v9CO/view?usp=sharing)   Tools4Teachers   * [Writing in Math](https://tools4ncteachers.com/resources/district-leaders/documents/c2358-oa1-WritinginMath.docx)   Seesaw   * [Start unknown word problems](https://app.seesaw.me/pages/shared_activity?share_token=6r8H8Qi6RMKneO76cLtFKw&prompt_id=prompt.00538e7c-77d8-45a1-8371-31f4f3962eed) * [Part/part/whole word problems](https://app.seesaw.me/pages/shared_activity?share_token=73Z8HDtfRE-C0RIcuuxbrg&prompt_id=prompt.18f6a5f3-ed79-4d05-bf17-43a7fe7a7ab5) * [Word problem](https://app.seesaw.me/pages/shared_activity?share_token=BottonLDS_CW5jQOvjuR6Q&prompt_id=prompt.5ff964cc-f5be-4122-a4b5-a15a1f65c6f7) * [Using addition to solve word problems with pictures](https://app.seesaw.me/pages/shared_activity?share_token=JIBrZC_dTnSeoRaQLcCWyg&prompt_id=prompt.c1a5042c-e533-49c8-ba8e-d40a031d2f43)   NCDPI Formative Assessment Tasks   * [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing) * [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) * [Compare-Difference Unknown (Marbles)](https://drive.google.com/file/d/1MCSz_xKKMmmGHWXH4YJTuQKNMKa7PBkZ/view?usp=sharing) * [Put-Together Addend Unknown (Apples)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing) * [Put-Together Addend Unknown (Balloons)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing) * [Take-From Change Unknown (Cars)](https://drive.google.com/file/d/1gZmhe5wsjfB_NgU_1pT1vza-VuH1jL6s/view?usp=sharing)   *OA.2*  *Videos* [Adding Number (Up to 20) - 1st Grade Math (1.OA.2)](http://quietube7.com/v.php/http://www.youtube.com/watch?v=uQiUTFO78Jk)[Adding 3 Whole Numbers in Word Problems: 1.OA.2](http://quietube7.com/v.php/http://www.youtube.com/watch?v=tygD0DW-htI) Tools4NCTeachers   * [The Fruit Stand](https://tools4ncteachers.com/resources/district-leaders/documents/c48-fruitstand-oa2.docx) * [Pinata Party](https://tools4ncteachers.com/resources/district-leaders/documents/c48-pinataparty-oa2.docx) * [Where Will We Sit?](https://tools4ncteachers.com/resources/district-leaders/documents/c48-WhereWillWeSit-OA2.docx)   NCDPI Games   * [Waddle, Waddle, Splat! Game](https://drive.google.com/file/d/1DHgFLp8xbfpkVckosaD4W5OSQsk-v9CO/view?usp=sharing)   SeeSaw   * [Word problems with three numbers (#1)](https://app.seesaw.me/pages/shared_activity?share_token=0q8FlVDERfKn14DvXmTuwg&prompt_id=prompt.ae0e1bc7-2eff-4f8d-b56b-dd95bb9f26a7) * [Word problems with three numbers (#2)](https://app.seesaw.me/pages/shared_activity?share_token=dn_UBRskSnm8vjBcKVrpGw&prompt_id=prompt.c1078f7f-5c38-4f62-b1f5-2532a0c0a509) * [Word problem #3](https://app.seesaw.me/pages/shared_activity?share_token=nS4DWv77Siit5yqDzo9T9g&prompt_id=prompt.76cafcf1-33b6-4c4a-b0d1-0abfe17dc42f)   OA.3  Tools4NCTeachers Lesson   * [Do They Have the Same Number?](https://tools4ncteachers.com/resources/district-leaders/documents/c258-dotheyhavesamenumber-oa3.docx)   *Videos*   * [Addition and Subtraction Strategies with Commutative and Associative Properties](https://www.youtube.com/watch?v=FtjkzSnZ4G4)   Seesaw:   * [Commutative property](https://app.seesaw.me/pages/shared_activity?share_token=eeV0nVfvT8yojEhWlAcYdA&prompt_id=prompt.1bef6e19-b5f3-41a0-9abe-8aa8092deea2) * [Commutative property of addition](https://app.seesaw.me/pages/shared_activity?share_token=_MAo8v-pRJKDK335nROBjA&prompt_id=prompt.7ef5f560-7e74-4a60-a7ff-3a55f0743bd5) * [Associative property](https://app.seesaw.me/pages/shared_activity?share_token=xyKlD7bUT1O89VbmiMSbLA&prompt_id=prompt.00464307-15ec-4ef6-a1df-f934087f7b84) * [Nutty Buddies 1 Game](https://drive.google.com/file/d/1zSZMXAw5sVG9Ln_mPSf1ixdRWlbl44E-/view?usp=sharing) * [Nutty Buddies 2 Game](https://drive.google.com/file/d/1-BD6VSchqh_qgaMAMQ4_2joyOHQAE-rO/view?usp=sharing)   OA.4  *Videos*   * [Missing Addend](https://www.youtube.com/watch?v=Mvm0y1Qr_JQ) * [Solving Subtraction Problems as an Unknown Addend Problem](https://www.youtube.com/watch?v=qtgVNEWvA_g)   Tools4NCTeachers   * [Help a Friend with Unknown Addends](https://tools4ncteachers.com/resources/district-leaders/documents/c8-helpfriendwithunknownaddend-oa4.docx)   NCDPI Games   * [Under the Rug Game](https://drive.google.com/file/d/1Jpu0NCjnp7U38HeyQs8EOujzey5k5qp3/view?usp=sharing) * [What’s My Number Game](https://drive.google.com/file/d/1NVfknOBCb3yc8_COEIASslneJh9019H2/view?usp=sharing)   Seesaw:   * [Word problem](https://app.seesaw.me/pages/shared_activity?share_token=5GLqgGx6TnCB-uBiK7cvrw&prompt_id=prompt.275b3c36-0d18-44e9-ba1f-c9fd3fef96a3)  Relate counting to addition and subtraction, represent addition and subtraction:  * [Leftover Pizza](https://docs.google.com/presentation/d/1SmtBuG3mQDDHP1pIPeMTb_B44PgTXFhPsOKPKMlC1DE/copy) * [Counting Candy](https://docs.google.com/presentation/d/1fYj_EKg2cuBw04sX2hIfufc4R__e40_1iBczA2AUqBU/copy) * [Counting Sneakers](https://docs.google.com/presentation/d/1SUPCG-4Y5NCmcG3PiXWTvoazr7ooYcP8GZo9_awNEQk/copy) * [The Very Hungry Caterpillar](https://tasks.illustrativemathematics.org/content-standards/1/OA/C/5/tasks/1150)   Tools4NCTeachers   * [Green Apples](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-2/oa4-green-apples.docx) * [How Many Quarters](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-2/oa4-how-many-quarters.docx) * [OA.3/OA.4 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa3-4-ExitTickets-c11.docx)   NCDPI Formative Assessment Tasks   * [True Strategies](https://drive.google.com/file/d/1JYE8QXnfUz6ibmYdsr5OX9YinH9WoBYz/view?usp=sharing) * [Pizza Story Problems](http://standardstoolkit.k12.hi.us/pizza-story-problem-with-missing-parts-1-oa-4/)   OA.6  Videos   * [How to use a Number Line](https://www.youtube.com/watch?v=tp9n4kMTuQo) * [Addition Action Song](https://www.youtube.com/watch?v=UqQ1VkBvuRs) * [Addition Fact Song](https://www.youtube.com/watch?v=uRoJ5E-Xx9s) * [Add 'Em Up Song](https://www.youtube.com/watch?v=INHYb1RNaMM) * [Math Facts Song](https://www.youtube.com/watch?v=ra5AO2Ca5PI)   Tools4NCTeachers   * [Strategies to Add and Subtract](https://tools4ncteachers.com/resources/district-leaders/documents/c2-strategiestoaddsubtract-oa6.docx) * [Snap](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-8/oa6-snap.docx) * [Add it Up](https://tools4ncteachers.com/resources/district-leaders/documents/c248-additup-oa6.docx) * [Take it Away](https://tools4ncteachers.com/resources/district-leaders/documents/c248-takeitaway-oa6.docx)   Seesaw:   * [Addition strategies](https://app.seesaw.me/pages/shared_activity?share_token=STind0K9QfmXFC9aZbh3uQ&prompt_id=prompt.4601acb0-1148-4452-ad8a-6863a04240df) * [Addition strategies review](https://app.seesaw.me/pages/shared_activity?share_token=3aeVCwq2SNOCWqwRjBA9eg&prompt_id=prompt.201154d9-dac7-422d-8d7f-2600fe0e96f4) * [Subtraction strategies](https://app.seesaw.me/pages/shared_activity?share_token=ovoy96UsQMiWlYmrAtGg-g&prompt_id=prompt.7bac9b73-c0b6-4a64-a7c3-ed2c331f0f6c) * [Using a number line to subtract](https://app.seesaw.me/pages/shared_activity?share_token=g-mh2dCTRuyMBojoZi4Zvg&prompt_id=prompt.a81a0d86-7069-49c3-8d3c-ac3c61ae19a1)   NCDPI Games   * [Nutty Buddies 1 Game](https://drive.google.com/file/d/1zSZMXAw5sVG9Ln_mPSf1ixdRWlbl44E-/view?usp=sharing) * [Nutty Buddies 2 Game](https://drive.google.com/file/d/1-BD6VSchqh_qgaMAMQ4_2joyOHQAE-rO/view?usp=sharing) * [Outer Space Chase Game](https://drive.google.com/file/d/1ZVjUGuS7Gro5wwIXXQXBq6BKD-PxDq2J/view?usp=sharing) * [Shorty Forty Game](https://drive.google.com/file/d/1ziSpzfAL5ScRE2Zuu_PGogX4WswBdXg9/view?usp=sharing) * [Gone Fishing 1 Game](https://drive.google.com/file/d/1hN0rcpbA3IFwjV67qpVPX8e7JTCu5G9G/view?usp=sharing) * [Gone Fishing 2 Game](https://drive.google.com/file/d/1liHZWoryvSMOmGyfcybFg3gtvqeQIfMB/view?usp=sharing) * [Gone Fishing 3 Game](https://drive.google.com/file/d/1G4nthWCFEgmG370wKvkMZa6yyDfGYvk8/view?usp=sharing) * [A Bunch of Fun Game](https://drive.google.com/file/d/1rfl7oKIxnk6aUVrZXw3WHcEM8MSA_naD/view?usp=sharing) * [Bear Races Game](https://drive.google.com/file/d/1mQSVk9XnMRDK34da8elVWsFA9_6MRN5d/view?usp=sharing) * [Concentration 1 Game](https://drive.google.com/file/d/1a8HKL0psSzJfDIhO6XwBSDeJ2c3sknFJ/view?usp=sharing) * [Cover Up Game](https://drive.google.com/file/d/1BREZ5WM2Qlgy4NngDaxkcVz_-ZgOdiVk/view?usp=sharing) * [Double Up Game](https://drive.google.com/file/d/1UuuhgJFl-v2PF5znMuEjgDQPqE0TsQwC/view?usp=sharing) * [Four’s a Winner Game](https://drive.google.com/file/d/1GQjwM0zg7E7wJ-s0WV1R46qyXbYgQwsA/view?usp=sharing) * [King Seven Game](https://drive.google.com/file/d/1dGHPhna5dXsHm-lskv5eY7NfPMReV55o/view?usp=sharing) * [Moooove It Game](https://drive.google.com/file/d/1fcQGUy27AS-xDC9xeqXFWGDvYaPb6-kQ/view?usp=sharing) * [Move It Addition Game](https://drive.google.com/file/d/1UXLPwZ5ZMEDP9JGqIRxvf3KZ6WSt0JTb/view?usp=sharing) * [Target Twelve Game](https://drive.google.com/file/d/1FURqUIZd1gNwdqUsGFRZlusPb7U2MMKu/view?usp=sharing)   OA.9   * [Addition Video](https://www.youtube.com/watch?v=UqQ1VkBvuRs) * [Pirate Addition Song](https://www.youtube.com/watch?v=WT_wvvEvkw4) * [Pirate Subtraction Song](https://www.youtube.com/watch?v=QkPa9V2wtZs)   Tools4NCTeachers Lessons   * [Ten Frames 0-10](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa9-ten-frames0-10.docx) * [Ten Frames 11-19](https://tools4ncteachers.com/resources/1-first-grade/lessons/cluster-2/oa9-ten-frames11-19.docx)   Seesaw   * [Addition fluency](https://app.seesaw.me/pages/shared_activity?share_token=gj_SdVxvRP2enXYyOrb3fg&prompt_id=prompt.71eb34a8-0e42-43f4-9334-8a8d45fd3291) * [Addition board game](https://app.seesaw.me/pages/shared_activity?share_token=5xecp54XSF6T1bS9fR45Fw&prompt_id=prompt.fa0291f9-2704-4fc4-ac5c-309681c6f3e8) * [Subtraction fluency](https://app.seesaw.me/pages/shared_activity?share_token=opfb1KoHR86a4B3QOe7oMw&prompt_id=prompt.f7987a7f-12c9-4904-b99f-134f6c0426ff) * [Subtraction circles](https://app.seesaw.me/pages/shared_activity?share_token=-oUcU11GS_CSepL1EZ7p_w&prompt_id=prompt.d56e040d-7550-4ba5-b57d-6294bc5f089a)   MD.5  *Videos*   * [The Money Song](http://quietube7.com/v.php/http://www.youtube.com/watch?v=Wq3tVrTFcKk)   Tools4NCTeachers   * [Identifying Coins](https://tools4ncteachers.com/resources/district-leaders/documents/c8-identifyingcoins-md5.docx) * [*Virtual Coin Manipulative*](https://www.roomrecess.com/Tools/OnlineCoins/use.html)   Seesaw:   * [Coin review](https://app.seesaw.me/pages/shared_activity?share_token=chJ2WvotQ2eGjnAvMxM6Nw&prompt_id=prompt.d34b3333-af90-4f71-912b-ebd48ecb935d) * [Money Song](https://app.seesaw.me/pages/shared_activity?share_token=lSxeTbtHQxuULp6_97cn0A&prompt_id=prompt.9bc952b7-9102-4b97-85a0-bc98dc01caac) * [Counting pennies](https://app.seesaw.me/pages/shared_activity?share_token=8jwSJNMySlKcUipvRAG0HA&prompt_id=prompt.96ff23f6-9555-4614-afcc-d3d5fd256106) * [Money man using pennies](https://app.seesaw.me/pages/shared_activity?share_token=fxwiOnXKSr67sK4LbYejbw&prompt_id=prompt.3bff0dd0-c5a6-4494-a804-fee08e8ffd18)   Tools4NCTeachers   * [Writing in Math](https://tools4ncteachers.com/resources/district-leaders/documents/c8-md5-WritinginMath.docx)   *Formative Assessments*  Tools4NCTeachers   * [How Many Pennies?](https://tools4ncteachers.com/resources/district-leaders/documents/c8-howmanypennies-md5.docx) * [Spinning for Pennies](https://tools4ncteachers.com/resources/district-leaders/documents/c8-spinningforpennies-md5.docx) * [What's in the Piggy Bank?](https://tools4ncteachers.com/resources/district-leaders/documents/c8-whatisinthepiggybank-md5.docx) * [Money Worksheets](http://www.math-aids.com/Money/Identify_the_Coins.html)   [*Cluster 8 CFA*](https://docs.google.com/document/d/1EwuWHu_Z-MLaUzjdJ6QlnmlL-qMInsZpjYdV5LUuGlY/edit) |

***Learning Targets for Course:***

| **Cluster 1**: **Using Numbers to Explore Our Mathematical Community** | | |
| --- | --- | --- |
| **Day #** | **Daily Learning Target** | **How will the daily learning target be assessed?** |
|
| ***1*** | **NBT1.1** I can count to 30, 50, 75, 150 by 1's. | Reading and writing numbers in order and out of order; with a 100s chart and without a number chart. |
| ***2*** | **NBT1.1** I can count to 150 by 10's. | Students will fill in missing number by counting by 10’s to 150 |
| ***3*** | **NBT1.1** I can count and write the numbers 1-30, 1-50, 1-75, 1-150. | [NBT.1/NBT.7 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx) |
| ***4*** | **NBT1.1** I can count to 150 by ones and/or tens starting with any number. | Teacher may choose one of the following:  [Counting Seats](https://tools4ncteachers.com/resources/district-leaders/documents/c13-countingseats-nbt1.docx)  [Count Within 150](https://tools4ncteachers.com/resources/district-leaders/documents/c13-countingwithin50-nbt1.docx)  [Exit Ticket](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx) |
| ***5*** | **NBT1.1** I can read and write numbers up to 150 starting with any number | [Count, Read, and Write to 150](https://drive.google.com/file/d/1B6PhqxJYwtrt3H6Di4at2bm8GuQ7vVtI/view?usp=sharing)  [NBT.1/NBT.7 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx) |
| ***6*** | **NBT1.7 I** can count and write numbers 1-100 | [How Many Cubes? (4)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt7-how-many-cubes-version4.docx) OR [Fill in the missing numbers](https://app.seesaw.me/pages/shared_activity?share_token=gEnihvt4QaiJzMAo8TUSIg&prompt_id=prompt.6ced2331-27b0-4c0a-8624-222c75e10b63) |
| ***7*** | **1.NBT.7**  I can read, write, and represent a set of objects with a number 0-30, 0-50, 0-75, 0-100. | Show sets to match a given number.  [NBT.1/NBT.7 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx) |
| ***8*** | **1.NBT.7**  I can count and record how many objects are in a set (up to 100) | Read numbers, write numbers, orally give numbers with a 100s chart and without.  Count and write a number to match a set.  [Count, Read, & Write to 150](https://drive.google.com/file/d/1B6PhqxJYwtrt3H6Di4at2bm8GuQ7vVtI/view?usp=sharing)  [Counting Robots](https://drive.google.com/file/d/1wANf4Visnom8O_E2EswJnoGTQLQYd_cM/view?usp=sharing) |
| ***9*** | **1.NBT.2** I can represent the teen numbers (11-19) as ten and ones. | Show tens and ones with cubes (ten frames, beans, counters, straws, or an alternative manipulative) to match a teen number.  [Finding Groups and Leftovers (1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-finding-groups-and-leftovers-version1.docx)  [NBT.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-3/nbt2-exit-tickets-2.docx) |
| ***10*** | **1.NBT.2**  I can represent a two-digit number as the amount of tens and ones. | Show tens and ones with cubes (ten frames, beans, counters, straws, or an alternative manipulative) to match a teen number.  [Finding Groups and Leftovers (2)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-finding-groups-and-leftovers-version2.docx)  [Counting Beans](https://drive.google.com/file/d/1bYFK4zWeuqfDFgHuLed2USiU6YMOiW38/view?usp=sharing) |
| ***11*** | **1.NBT.2** I can explain what each digit of a two-digit number represents. | [What If (Version 1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-3/nbt2-what-if-version1.docx)  [NBT.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-3/nbt2-exit-tickets-2.docx) |
| ***12*** | **1.NBT.2** I can explain what each digit of a two-digit number represents. | Show tens and ones with cubes (or alternative manipulative) to represent a 2 digit number (20-99).  [What If (Version 1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-3/nbt2-what-if-version1.docx) |
| ***13*** | **1.NBT.2** I can represent a two-digit number using models and pictures. | Show tens and ones with cubes (or alternative manipulative) to represent a 2 digit number (20-99).  [Pencils in the Box](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-pencils-in-the-box.docx) |
| ***14*** | **1.NBT.2** I can decompose/break apart a two-digit number into different amounts of tens and ones. | Show, write, tell a number and the amount of tens and ones within that number.  [How Many More to Make a Ten](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-how-many-more-to-make-a-ten.docx)  [NBT.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-3/nbt2-exit-tickets-2.docx) |
| ***15*** | **1.MD.4** I can explain what each part of the graph represents. | [Favorite Colors](https://tools4ncteachers.com/resources/district-leaders/documents/c13-favcolors-md4.docx) |
| ***16*** | **1.MD.4** I can explain what each part of the graph represents. | [Favorite Colors](https://tools4ncteachers.com/resources/district-leaders/documents/c13-favcolors-md4.docx) |
| ***17*** | **1.MD.4** I can interpret the graph by asking and answering questions about the data. | [Favorite Ice Cream](https://tools4ncteachers.com/resources/district-leaders/documents/c13-favicecream-md4.docx)  [Organize the Animals](https://tools4ncteachers.com/resources/district-leaders/documents/c13-organizetheanimals-md4.docx) |
| ***18*** | **1.MD.4** I can represent data up to three categories using a picture graph. | Read, show, analyze parts of the graph and what they are for.  [What's Your Favorite Color?](https://tools4ncteachers.com/resources/district-leaders/documents/c13-whatsyourfavcolor-md4.docx) |
| ***19*** | **1.MD.4** I can collect, represent, and organize data into up to three categories. | [Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/md4-exit-tickets-c13.docx)  [Favorite Colors](https://drive.google.com/file/d/15fwItnsz5mVraX9yz8FStG15pCRlufSx/view?usp=sharing) |
| ***20*** | **1.MD.4** I can collect, represent, and organize data into up to three categories. | * [Organize the Animals](https://tools4ncteachers.com/resources/district-leaders/documents/c13-organizetheanimals-md4.docx) |
| **Cluster 2:** **Building a Conceptual Understanding of Addition and Subtraction** | | |
| ***21*** | **1.OA.7** I can define the meaning of the equal sign | [Equal Groups](https://tools4ncteachers.com/resources/district-leaders/documents/c5-equalgroups-oa7.docx) |
| ***22*** | **1.OA.7** I can model an equation to show that both sides of the equation are equal. | [Is This True? 1](https://drive.google.com/file/d/17n-NWbTrLROe8ku1-gWIyFiy6hyyC3ia/view?usp=sharing)  [Is This True? 2](https://drive.google.com/file/d/17D5Udoea1xb4kQI_sI5ARGyklkO3vQtF/view?usp=sharing)  [OA.7/OA.8 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa7-8-ExitTickets-c9.docx) |
| ***23*** | **1.OA.7**  I can explain why an addition or subtraction equation is true. | [Molly's Crayons](https://tools4ncteachers.com/resources/district-leaders/documents/c5-mollyscrayons-oa7.docx) |
| ***24*** | **1.OA.9** I can identify number combinations that make 5-10. | [Making 10](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.71dd3370-9520-48fc-9303-62cb364658e1&share_token=zydhOFNzRAiYFjsm2w4ZZA) |
| ***25*** | **1.OA.9** I can decompose addends in an equation to make ten. | [Decompose Addend to Make 10](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.f49daf1f-044c-46e5-addb-3654bb5aee22&share_token=-l7NpV6MSGyEmQdnxm7AOA) |
| ***26*** | **1.OA.9** I can use known math facts to make an equation easier to solve. | Model with counters, fingers, etc how to show 2 numbers that equals 10. |
| ***27*** | **1.OA.9**  I can fluently add and subtract within ten | [OA.6/OA.9 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa6-9-ExitTickets-c10.docx) Pgs. 1-2 |
| ***28*** | **1.OA.9** I can reverse the order of addends and get the same sum using concrete objects or equations. | Model, show, and explain how the addends reversed can equal the same sum (2+1=3, 1+2=3) |
| ***29*** | **1.OA.3** I canreverse the order of addends and get the same sum using concrete objects or equations. | [Soccer Team](https://drive.google.com/file/d/1KqcMczuEfcwJl6ILQMF0oGW6A_I5IODj/view?usp=sharing) |
| ***30*** | **1.OA.3** I can use the numbers in an addition equation to write a subtraction equation. | [Fact Family](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.73cf766a-dcf6-4bbf-b5e8-ae040a3a4bc0&share_token=q2JRcYfeT562YABz7rph1w) |
| ***31*** | **1.OA.3** I can identify two addends within a three addend equation that show a known math fact. | [True Strategies](https://drive.google.com/file/d/1JYE8QXnfUz6ibmYdsr5OX9YinH9WoBYz/view?usp=sharing) |
| ***32*** | **1.OA.3** I can apply properties of operations to add and subtract. | [OA.3/OA.4 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa3-4-ExitTickets-c11.docx) pg. 2 |
| ***33*** | **1.OA.3** I can change the order and grouping of addends to make the problem easier to solve (associative property). | Model the associative property |
| ***34*** | **1.OA.6** I can use “think addition” to solve a subtraction problem. | Relate the addition problem to a subtraction problem using the same numbers but different placement and symbol. |
| ***35*** | **1.OA.6** I can explain the relationship of addition and subtraction. | Use fact families to relate the addition and subtraction problems to each other. |
| ***36*** | **1.OA.6** I can determine the missing addend needed to determine the sum | [Missing Addend](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.45eb3a5e-aba5-4bac-a040-9cfad484f907&share_token=KGrVwKN7S5u_YntSKEVL9A) |
| ***37*** | **1.OA.6** I can use a number line to add and subtract | Use a number line to hop/move forward to add and backward to subtract. [Using a number line to subtract](https://app.seesaw.me/pages/shared_activity?share_token=g-mh2dCTRuyMBojoZi4Zvg&prompt_id=prompt.a81a0d86-7069-49c3-8d3c-ac3c61ae19a1) |
| ***38*** | **1.OA.6**  I can add and subtract within 20 using any strategy | [Take It Away Formative Assessment/Instructional Task](https://tools4ncteachers.com/resources/district-leaders/documents/c248-additup-oa6.docx), [OA.6/OA.9 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa6-9-ExitTickets-c10.docx) |
| ***39*** | **1.OA.6** I can use “think addition” to solve a subtraction problem. | Relate the addition problem to a subtraction problem using the same numbers but different placement and symbol. |
| ***40*** | **1.OA.1** I can identify important terms and phrases in word problems with addition. | [Addition and Subtraction Keywords](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.3298df1f-d449-4721-ba53-099b6ea17c91&share_token=8SNIF9-FSgOWFE8ppnXTgg) |
| ***41*** | **1.OA.1** I canidentify and explain what the problem is asking me to find. | Students will take a look at word problems and identify/explain what the problem is asking them to find  Three cats are drinking milk. Some more cats come to drink milk. Then there were nine cats drinking milk. How many cats came to drink milk with the first three? |
| ***42*** | **1.OA.1** I can represent each problem using models (manipulatives) | Students will use manipulatives to solve a word problem.  [How Many Flowers (2)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-2/oa1-how-many-flowers-version2.docx) |
| ***43*** | **1.OA.1** I can use strategies to add or subtract the numbers in the problem such as counting on, counting back, making a ten, groups of ten, and finding missing addends | [Take-From Change Unknown (Cars)](https://drive.google.com/file/d/1gZmhe5wsjfB_NgU_1pT1vza-VuH1jL6s/view?usp=sharing) |
| ***44*** | **1.OA.1** I can write equations to represent my thinking, including a symbol for the unknown. | [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| ***45*** | **1.OA.1** I can solve word problems by using models, pictures, numbers, words, and equations. | [More Books](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-3/oa1-more-books.docx)  [OA.1/OA.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) |

| **Cluster 3:** **Understanding Equality and Place Value to Compare Number** | | |
| --- | --- | --- |
| **1** | **1.NBT.1** I can count to 30, 50, 75 by 1's. | Students will complete a fill in the missing number activity |
| **2** | **1.NBT.1** can count to 100 by 10's. | [Skip Count by 10's](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.bd2cf6f6-f3cd-4901-90af-bdc993a637b1&share_token=xrBF-xT4RvafOT5EEPH1Ug) |
| **3** | **1.NBT.1** I can count and write the numbers 1-30, 1-50, 1-75, 1-150. | [Count, Read, and Write to 150](https://drive.google.com/file/d/1B6PhqxJYwtrt3H6Di4at2bm8GuQ7vVtI/view?usp=sharing) |
| **4** | **1.NBT.1** I can count to 150 by ones and/or tens starting with any number**.** | [Exit Ticket](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx)  [Count Within 150](https://tools4ncteachers.com/resources/district-leaders/documents/c13-countingwithin50-nbt1.docx) |
| **5** | **NBT1.1** I can read and write numbers up to 150 starting with any number | [Count, Read, and Write to 150](https://drive.google.com/file/d/1B6PhqxJYwtrt3H6Di4at2bm8GuQ7vVtI/view?usp=sharing)  [NBT.1/NBT.7 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx) |
| **6** | **1.NBT.2** I can model a group of ten | [Circle a group of ten](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.dcf48120-896e-4024-9894-400cb53c53ef&share_token=umTeoiCWSXydnvzTqoadFQ) |
| **7** | **1.NBT.2**  I can identify the amount of tens and ones in a two-digit number. | [Counting Beans](https://drive.google.com/file/d/1bYFK4zWeuqfDFgHuLed2USiU6YMOiW38/view?usp=sharing) |
| **8** | **1.NBT.2**  I can represent a two-digit number as the amount of tens and ones. | Show tens and ones with cubes (ten frames, beans, counters, straws, or an alternative manipulative) to match a teen number.  [Finding Groups and Leftovers (2)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-finding-groups-and-leftovers-version2.docx)  [Counting Beans](https://drive.google.com/file/d/1bYFK4zWeuqfDFgHuLed2USiU6YMOiW38/view?usp=sharing) |
| **9** | **1.NBT.2** I can explain what each digit of a two-digit number represents. | [What If (Version 1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-3/nbt2-what-if-version1.docx)  [NBT.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-3/nbt2-exit-tickets-2.docx) |
| **10** | **1.NBT.2** I can explain what each digit of a two-digit number represents. | Show tens and ones with cubes (or alternative manipulative) to represent a 2 digit number (20-99).  [What If (Version 1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-3/nbt2-what-if-version1.docx) |
| **11** | **1.NBT.2** I can represent a two-digit number using models and pictures. | Show tens and ones with cubes (or alternative manipulative) to represent a 2 digit number (20-99).  [Pencils in the Box](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-pencils-in-the-box.docx) |
| **12** | **1.NBT.3** I can use the symbols <, >, or = to compare two-digit numbers. | [NBT.3 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/nbt3-ExitTickets-c14.docx) |
| **13** | **1.NBT.3** I can explain how I know a number is greater than, less than, or equal to another number based on my understanding of the value of digits in a number | [Who Has More Markers](https://tools4ncteachers.com/resources/district-leaders/documents/c34-whohasmoremarkers-nbt3.docx) |
| **14** | **1.MD.4** I can explain what each part of the graph represents. | [Favorite Colors](https://tools4ncteachers.com/resources/district-leaders/documents/c13-favcolors-md4.docx) |
| **15** | **1.MD.4** I can interpret the graph by asking and answering questions about the data. | [Favorite Ice Cream](https://tools4ncteachers.com/resources/district-leaders/documents/c13-favicecream-md4.docx)  [Organize the Animals](https://tools4ncteachers.com/resources/district-leaders/documents/c13-organizetheanimals-md4.docx) |
| **16** | **1.MD.4** I can represent, collect, and organize data into up to three categories. | [Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/md4-exit-tickets-c13.docx)  [Favorite Colors](https://drive.google.com/file/d/15fwItnsz5mVraX9yz8FStG15pCRlufSx/view?usp=sharing) |
| **17** | **1.OA.1** I can solve add to, take from, and change unknown word problems. | [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing)  [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **18** | **1.OA.1** I can model putting together sets to solve addition word problems. | [Put-Together Addend Unknown (Apples)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing)  [Put-Together Addend Unknown (Balloons)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing) |
| **19** | **1.OA.1** I can solve take from and change unknown word problems | [Take-From Change Unknown (Cars)](https://drive.google.com/file/d/1gZmhe5wsjfB_NgU_1pT1vza-VuH1jL6s/view?usp=sharing) |
| **20** | **1.OA.1** I can solve compare difference unknown word problems | [Compare-Difference Unknown (Marbles)](https://drive.google.com/file/d/1MCSz_xKKMmmGHWXH4YJTuQKNMKa7PBkZ/view?usp=sharing) |
| **21** | **1.OA.1** I can model and write equations to represent my thinking, including a symbol for the unknown. | [OA.1/OA.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) |
| **22** | **1.OA.1** I can identify important terms and phrases in word problems with addition. | [Addition and Subtraction Keywords](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.3298df1f-d449-4721-ba53-099b6ea17c91&share_token=8SNIF9-FSgOWFE8ppnXTgg) |
| **23** | **1.OA.1** I can use strategies to add or subtract the numbers in the problem such as counting on, counting back, making a ten, groups of ten, and finding missing addends | [Take-From Change Unknown (Cars)](https://drive.google.com/file/d/1gZmhe5wsjfB_NgU_1pT1vza-VuH1jL6s/view?usp=sharing) |
| **24** | **1.OA.1** I can write equations to represent my thinking, including a symbol for the unknown. | [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **25** | **1.OA.1** I can solve word problems by using models, pictures, numbers, words, and equations. | [More Books](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-3/oa1-more-books.docx)  [OA.1/OA.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) |

| **Cluster 4:** **Understanding Measurement as a Context to Compare Numbers** | | |
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| **26** | **1.MD.1** I can recognize length. | [Which Item is Longer](https://tools4ncteachers.com/resources/district-leaders/documents/c4-whichitemislonger-md1.docx) |
| **27** | **1.MD.1**  I can order three objects from shortest to longest | [Order the Trains](https://tools4ncteachers.com/resources/district-leaders/documents/c4-orderthetrains-md1.docx) |
| **28** | **1.MD.1** I can compare and order the length of two or three objects. | [Pencils & Ropes](https://drive.google.com/file/d/1FnZP-P23zMi9ynToUkBl6ettgalOOCp7/view?usp=sharing)  [MD.1, MD.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/md1-2-exit-tickets-c12.docx) |
| **29** | **1.MD.2** I can compare the lengths of 2 objects by using a 3rd object. | [Measure the Rectangles](https://tools4ncteachers.com/resources/district-leaders/documents/c4-measuretherectangles-md2.docx) |
| **30** | **1.MD.2** I can compare the lengths of up to 3 objects using words “longer or shorter”. | [MD.1, MD.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/md1-2-exit-tickets-c12.docx) |
| **31** | **1.MD.2** I can correctly measure the length of an object. | [How Long is my Ribbon](http://standardstoolkit.k12.hi.us/how-long-is-my-ribbon-1-md-2/) |
| **32** | **1.MD.2** I can explain the meaning of a unit and how to use a unit to measure and record accurately. | [Did Joe Measure Correctly?](https://tools4ncteachers.com/resources/district-leaders/documents/c4-didjoemeasurecorrectly-md2.docx) |
| **33** | **1.NBT.3** I can use the symbols <, >, or = to compare two-digit numbers. | [Comparing Two-Digit Numbers](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-4/nbt3-comparing-two-digit-numbers.docx) |
| **34** | **1.NBT.3** I can explain how I know a number is greater than, less than, or equal to another number based on my understanding of the value of digits in a number. | [NBT.3 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/nbt3-ExitTickets-c14.docx) |
| **35** | **1.OA.2** I can model solving a word problem with three addends using objects, drawings, or equations. | [Marty’s Flowers](https://drive.google.com/file/d/13jgSwfDSzzycHS72kGKGTbXa1VmBqCHS/view?usp=sharing)  [Rock Collection](https://drive.google.com/file/d/1vyqWrmcDHCBHbR4vrq7YEynXAYM6UzPb/view?usp=sharing) |
| **36** | **1.OA.2** I can use known math facts to solve word problems with 3 addends. | [Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) OR  Suzy is counting the crayons in her box. She has four blue crayons, three red crayons, and five yellow crayons. How many crayons does Suzy have?  —-  There are cookies on the plate. There are 4 oatmeal raisin cookies, 5 chocolate chip cookies, and 6 gingerbread cookies. How many cookies are there? |
| **37** | **1.OA.7** I can define the meaning of the equal sign. | [Is it True?](https://tools4ncteachers.com/resources/district-leaders/documents/c5-isittrue-oa7.docx) |
| **38** | **1.OA.7** I can model an equation to show that both sides of the equation are equal. | [Is This True? 1](https://drive.google.com/file/d/17n-NWbTrLROe8ku1-gWIyFiy6hyyC3ia/view?usp=sharing) |
| **39** | **1.OA.7** I can explain why an addition or subtraction equation is true | [Is This True? 2](https://drive.google.com/file/d/17D5Udoea1xb4kQI_sI5ARGyklkO3vQtF/view?usp=sharing) |
| **40** | **1.OA.7** I can explain why an addition or subtraction equation is true | [Is This True? 2](https://drive.google.com/file/d/17D5Udoea1xb4kQI_sI5ARGyklkO3vQtF/view?usp=sharing)  [OA.7/OA.8 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa7-8-ExitTickets-c9.docx) |
| **41** | **1.OA.8** I can determine the unknown whole number in an addition or subtraction equation with three whole numbers. | [Jose’s Homework](https://drive.google.com/file/d/1feVDqC4Hcs1_-E6d7mYK05F66Fyn3eOM/view?usp=sharing) |
| **42** | **1.OA.8** I can determine the unknown whole number in an addition or subtraction equation with three whole numbers. | [Missing Numbers: Addition](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-4/oa8-missing-numbers-add.docx) |
| **43** | **1.OA.8** I can determine the unknown whole number in an addition or subtraction equation with three whole numbers. | [Missing Numbers: Subtraction](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-4/oa8-missing-numbers-subtract.docx) |
| **44** | **1.OA.8** I can choose a strategy to solve an equation with an unknown in any position, and explain my strategy to others. | [OA.7/OA.8 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa7-8-ExitTickets-c9.docx) |
| **45** | **1.OA.8** I can choose a strategy to solve an equation with an unknown in any position, and explain my strategy to others. | [OA.7/OA.8 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa7-8-ExitTickets-c9.docx) |

| **Cluster 5:** **Operating With Place Value** | | |
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| **1** | **1.NBT.1** I can count to 150 by ones and/or tens starting with any number**.** | [Skip Count by 10's](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.bd2cf6f6-f3cd-4901-90af-bdc993a637b1&share_token=xrBF-xT4RvafOT5EEPH1Ug), [Count, Read, and Write to 150](https://drive.google.com/file/d/1B6PhqxJYwtrt3H6Di4at2bm8GuQ7vVtI/view?usp=sharing) |
| **2** | **NBT1.1** I can read and write numbers up to 150 starting with any number | [Exit Ticket](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-1/nbt1nbt7-exit-tickets-1.docx)  [Count Within 150](https://tools4ncteachers.com/resources/district-leaders/documents/c13-countingwithin50-nbt1.docx) |
| **3** | **1.NBT.2** I can model a group of ten | [Circle a group of ten](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.dcf48120-896e-4024-9894-400cb53c53ef&share_token=umTeoiCWSXydnvzTqoadFQ)  [How Many More to Make a Ten](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-how-many-more-to-make-a-ten.docx) |
| **4** | **1.NBT.2**  I can identify the amount of tens and ones in a two-digit number. | [Counting Beans](https://drive.google.com/file/d/1bYFK4zWeuqfDFgHuLed2USiU6YMOiW38/view?usp=sharing)  [Pencils in the Box](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-1/nbt2-pencils-in-the-box.docx) |
| **5** | **1.NBT.4** I can use a place value mat to show tens and ones in one and two digit numbers. | [Adding with Two-Digit Numbers (Version 1)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-5/nbt4-adding-with-two-digit-numbers-version1.docx) |
| **6** | **1.NBT.4** I can use strategies to add and subtract numbers. | [Collecting Baseball Cards](https://tools4ncteachers.com/resources/district-leaders/documents/c5-collectingbaseballcards-nbt4.docx) |
| **7** | **1.NBT.4** I can model how to combine and take apart numbers. | [Ants on the Picnic Table](https://tools4ncteachers.com/resources/district-leaders/documents/c5-antsonthepicnictable-nbt4.docx) |
| **8** | **1.NBT.4** I can explain why we add tens to tens and ones with ones. | [Adding with Two-Digit Numbers (Version 2)](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-5/nbt4-adding-with-two-digit-numbers-version2.docx) |
| **9** | **1.NBT.4** I can explain how to add and subtract two digit numbers. | [Collecting Coins](https://tools4ncteachers.com/resources/district-leaders/documents/c5-collectingpennies-nbt4.docx) |
| **10** | **1.NBT.4** I can use equations to show my reasoning when adding and subtracting. | [Finding Pinecones](https://tools4ncteachers.com/resources/district-leaders/documents/c5-findingpinecones-nbt4.docx) |
| **11** | **1.NBT.4** I can justify why my answer is right. | [Giving Away Balloons](https://tools4ncteachers.com/resources/district-leaders/documents/c5-givingawayballons-nbt6.docx) |
| **12** | **1.NBT.4** I can fluently add and subtract using numbers 0-100. | [NBT.4/6 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-5/nbt4nbt6-exit-tickets-3.docx)  [Concept Assessment](https://drive.google.com/file/d/1JJuk5Wv6YzIH6Joi5nxUOrsGj9h1iMv3/view?usp=sharing)/ [Answer key](https://drive.google.com/file/d/1Z85RXlM9YFbRn9YpOvb2M4wdNvRMfkKw/view?usp=sharing) |
| **13** | **1.NBT.5** I can identify 10 more or 10 less than my number | [Ten More/Ten Less](https://tools4ncteachers.com/resources/district-leaders/professional-development/TenMoreTenLess-NBT5-c5.docx) |
| **14** | **1.NBT.5** I can mentally determine ten more or ten less than a number. | [Writing 10 More and 10 Less](https://tools4ncteachers.com/resources/district-leaders/documents/c5-mentallysolving10more10less-nbt5.docx)  [Mental Math](https://drive.google.com/file/d/1I4yYjZYNtgNOfwouskTTcaz9UvT4GjA8/view?usp=sharing) |
| **15** | **1.NBT.5** I can explain why a number is ten, more or less a number. | [Mentally Solving Ten More/Ten Less](https://tools4ncteachers.com/resources/district-leaders/documents/c5-mentallysolving10more10less-nbt5.docx) |
| **16** | **1.NBT.6** I can show how to subtract multiples of ten. | [Subtracting Multiples of Ten](https://tools4ncteachers.com/resources/district-leaders/documents/c5-subtractmultiples10-nbt6.docx) |
| **17** | **1.NBT.6** I can use strategies to subtract multiples of 10 from multiples of 10. | Students will model how to use base ten blocks, number lines, hundreds boards or other strategies to subtract multiples of ten from a given multiple of 10. Ask probing questions to determine if students see the relationship between the tens place value and the model. |
| **18** | **1.NBT.6** I can write an equation to represent a subtraction problem. | [Cherries in a Jar](https://tools4ncteachers.com/resources/district-leaders/documents/c5-cheeriesinajar-nbt6.docx) |
| **19** | **1.NBT.6** I can justify the difference of two multiples of ten. | [NBT.4/6 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-5/nbt4nbt6-exit-tickets-3.docx) |
| **20** | **1.OA.1** I can use strategies to add or subtract the numbers in the problem such as counting on, counting back, making a ten, groups of ten, and finding missing addends | [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing)  [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **21** | **1.OA.1** I can write equations to represent my thinking, including a symbol for the unknown. | [Put-Together Addend Unknown (Apples)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing)  [Put-Together Addend Unknown (Balloons)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing) |
| **22** | **1.OA.1** I can solve word problems by using models, pictures, numbers, words, and equations. | [Take-From Change Unknown (Cars)](https://drive.google.com/file/d/1gZmhe5wsjfB_NgU_1pT1vza-VuH1jL6s/view?usp=sharing) |
| **23** | **1.OA.1** I can solve compare difference unknown word problems | [Compare-Difference Unknown (Marbles)](https://drive.google.com/file/d/1MCSz_xKKMmmGHWXH4YJTuQKNMKa7PBkZ/view?usp=sharing) |
| **24** | **1.OA.1** I can model and write equations to represent my thinking, including a symbol for the unknown. | [OA.1/OA.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) |
| **25** | **1.OA.1** I can solve compare difference unknown word problems | [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing)  [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **26** | **1.OA.3** I can use the numbers in an addition equation to write a subtraction equation. | [Fact Family](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.73cf766a-dcf6-4bbf-b5e8-ae040a3a4bc0&share_token=q2JRcYfeT562YABz7rph1w) |
| **27** | **1.OA.3** I can identify two addends within a three addend equation that show a known math fact. | [True Strategies](https://drive.google.com/file/d/1JYE8QXnfUz6ibmYdsr5OX9YinH9WoBYz/view?usp=sharing) |
| **28** | **1.OA.3** I can apply properties of operations to add and subtract.  I can change the order and grouping of addends to make the problem easier to solve (associative property). | [OA.3/OA.4 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa3-4-ExitTickets-c11.docx) pg. 2  [Do They Have the Same Number?](https://tools4ncteachers.com/resources/district-leaders/documents/c258-dotheyhavesamenumber-oa3.docx) |
| **29** | **1.OA.7** I can model an equation to show that both sides of the equation are equal. | [Is This True? 1](https://drive.google.com/file/d/17n-NWbTrLROe8ku1-gWIyFiy6hyyC3ia/view?usp=sharing) |
| **30** | **1.OA.7** I can explain why an addition or subtraction equation is true | [Is This True? 2](https://drive.google.com/file/d/17D5Udoea1xb4kQI_sI5ARGyklkO3vQtF/view?usp=sharing)  [OA.7/OA.8 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa7-8-ExitTickets-c9.docx)  [Concept Assessment](https://drive.google.com/file/d/1BgeILYtV1zY_hUKgwNrvSYxMUzSvCew9/view?usp=sharing)/ [Answer key](https://drive.google.com/file/d/1Vn87vIyT-8ShGxYhLRx0fyNlYVlLrxze/view?usp=sharing) |

| **Cluster 6:** **Distinguishing and Composing Shapes** | | |
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| **31** | **1.G.1** I can identify 2-D shapes. | [Identify a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g1-identifying-shapes.docx) |
| **32** | **1.G.1**I can identify the sides, angles, and vertices when given a picture of a two-dimensional shape. | [2-D Shapes Attributes](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.50ca3cb5-0873-43d2-8b1e-1dadf4a590b1&share_token=7fNtHN8KSHGSzpoSB-7k3A) |
| **33** | **1.G.1**I can identify the sides, angles, and vertices when given a picture of a two-dimensional shape. | [Identify a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g1-identifying-shapes.docx) |
| **33** | **1.G.1** I can build a 2-D shape. | [Build A Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g1-build-a-shape.docx) |
| **34** | **G.1** I candraw a two-dimensional shape based on the number and size of sides, angles, and vertices. (ex. square vs rectangle; opposite sides or the same length) | Students will practice drawing shapes and circling the angles/vertices, highlighting the opposite sides. |
| **35** | **1.G.1** I can identify 3-D shapes. | [Identify 3D Shapes](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.7861b206-6234-4569-8fbc-700d870caee9&share_token=sxnm-7QeQQeu-4hS27AwLw) |
| **36** | **1.G.1** I can identify 3-D shapes. | [3D Shapes Moveable Math](https://app.seesaw.me/pages/shared_activity?share_token=c2KPFLyMSIKVIi9w7IizkQ&prompt_id=prompt.9046bb55-850d-45ad-a03b-96be61e7f2b3) |
| **37** | **1.G.1** I can identify and describe 3-D shapes by their attributes. | [3-D Shapes Attributes](https://quizizz.com/join/quiz/605e115e1c30ec001b189719/start?studentShare=true) |
| **38** | **1.G.1**  I can name defining attributes of 2-D and 3-D shapes. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-6/g1g2-exit-tickets-5.docx) |
| **39** | **1.G.1**  I can name defining attributes of 2-D and 3-D shapes. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-6/g1g2-exit-tickets-5.docx) |
| **40** | **1.G.2** I can create a new shape using 2-D Shapes and rearrange the same 2-D shapes to make another shape. | [Compose a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g2-compose-a-shape.docx) |
| **41** | **1.G.2** I can create a new shape using 2-D Shapes and rearrange the same 2-D shapes to make another shape. | [Compose a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g2-compose-a-shape.docx) |
| **42** | **1.G.2** I can create a new shape using 3-D shapes. | [Compose a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g2-compose-a-shape.docx) |
| **43** | **1.G.2** I can use 3D shapes to build a new shape. | [Compose a Shape](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-6/g2-compose-a-shape.docx) |
| **44** | **1.G.2** I can create a new shape. | [G.1/G.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-6/g1g2-exit-tickets-5.docx) |
| **45** | **1.G.2** I can create a new shape. | [G.1/G.2 Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-6/g1g2-exit-tickets-5.docx) |

| **Cluster 7:** **Partitioning and Telling Time to the Hour and Half Hour** | | |
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| **1** | **1.G.3** I can recognize halves. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx) |
| **2** | **1.G.3** I can divide circles and rectangles into two equal halves. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx) |
| **3** | **1.G.3** I can identify shapes that are correctly divided into halves. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx) |
| **4** | **1.G.3** I can recognize fourths. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx) |
| **5** | **1.G.3** I can divide circles and rectangles into four equal parts. | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx) |
| **6** | **1.G.3** I can describe the whole as two of, or four of the parts. | [Lunch with Grandma](https://tools4ncteachers.com/resources/district-leaders/documents/c7-lunchwithgrandma-g3.docx) |
| **7** | **1.G.3** I can show how many halves/quarters are in a whole. | [Halves and Fourths](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.55fd2df9-d747-4495-b85b-1a62291731cb&share_token=5WWWsSczTe2M6xezJuzgRg) |
| **8** | **1.G.3** I can compare halves and fourths | [Partition Circles](https://drive.google.com/file/d/1YjlT4YO-h4J16NT2X4aa6Rn9xGhAL1NI/view?usp=sharing) |
| **9** | **1.G.3** I can model and explain the division of circles and rectangles into equal parts? | [Exit Tickets](https://tools4ncteachers.com/resources/1-first-grade/additional-resources/cluster-7/g3-exit-tickets-6.docx) |
| **10** | **1.MD.3** I can identify digital and analog clocks. | Sort various digital and analog clocks |
| **11** | **1.MD.3** I can correctly identify the hour hand and the minute hand. | Hand Confusion: Give students multiple short and long hands, then they will sort them in two categories ( hour and minute) |
| **12** | **1.MD.3** I can use the placement of the hour hand to determine the time to the hour or half hour. | [What Time is It?](https://tools4ncteachers.com/resources/district-leaders/documents/c7-whattimeisit-md3.docx) |
| **13** | **1.MD.3** I can show time to the hour and/or half hour | Teacher will give students a time, then students will show the time using clock manipulative.  <https://www.99worksheets.com/1st-grade/math-1st-grade/half-hour/> |
| **14** | **1.MD.3** I can write the correct time on a digital clock | Teacher will fill in times for the analog clock, then students will fill in the matching time on the digital clocks  [Telling Time](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.3ea2f7e7-fe19-48d0-a2c6-f12213e80182&share_token=1n9R2WSsQT2DW-supBzVaQ) |
| **15** | **1.MD.3** I can write the correct time from an analog clock. | [Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/md3-exit-tickets-c7.docx) **or** [Telling Time](https://drive.google.com/file/d/1iTPKqaxsEmhBYmBo1p9muOCndDYVeu8C/view?usp=sharing) |

| **Cluster 8: Developing Flexibility with Number** | | |
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| **16** | **1.OA.1** I can use strategies to add or subtract the numbers in the problem such as counting on, counting back, making a ten, groups of ten, and finding missing addends | [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing)  [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **17** | **1.OA.1** I can model and write equations to represent my thinking, including a symbol for the unknown. | [Put-Together Addend Unknown (Apples)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing)  [Put-Together Addend Unknown (Balloons)](https://drive.google.com/file/d/1V2uxuNuZfOn_lSRV6Cz6tiS3ryWViRY4/view?usp=sharing)  [OA.1/OA.2 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) |
| **18** | **1.OA.1** I can solve word problems by using models, pictures, numbers, words, and equations. | [Take-From Change Unknown (Cars)](https://drive.google.com/file/d/1gZmhe5wsjfB_NgU_1pT1vza-VuH1jL6s/view?usp=sharing) |
| **19** | **1.OA.1** I can solve different unknown word problems | [Compare-Difference Unknown (Marbles)](https://drive.google.com/file/d/1MCSz_xKKMmmGHWXH4YJTuQKNMKa7PBkZ/view?usp=sharing) |
| **20** | **1.OA.1** I can compare the difference with unknown word problems whether to take from or to add to. | [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing)  [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **21** | **1.OA.2** I can model solving a word problem with three addends using objects, drawings, or equations. | [Marty’s Flowers](https://drive.google.com/file/d/13jgSwfDSzzycHS72kGKGTbXa1VmBqCHS/view?usp=sharing)  [Rock Collection](https://drive.google.com/file/d/1vyqWrmcDHCBHbR4vrq7YEynXAYM6UzPb/view?usp=sharing) |
| **22** | **1.OA.2** I can use known math facts to solve word problems with 3 addends. | Suzy is counting the crayons in her box. She has four blue crayons, three red crayons, and five yellow crayons. How many crayons does Suzy have?  —-  There are cookies on the plate. There are 4 oatmeal raisin cookies, 5 chocolate chip cookies, and 6 gingerbread cookies. How many cookies are there? |
| **23** | **1.OA.2** I can use known math facts to solve word problems with 3 addends | [Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa1-2-ExitTickets-c8.docx) |
| **24** | **1.OA.3** I can use the numbers in an addition equation to write a subtraction equation. | [Fact Family](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.73cf766a-dcf6-4bbf-b5e8-ae040a3a4bc0&share_token=q2JRcYfeT562YABz7rph1w) |
| **25** | **1.OA.3** I can identify two addends within a three addend equation that show a known math fact. | [True Strategies](https://drive.google.com/file/d/1JYE8QXnfUz6ibmYdsr5OX9YinH9WoBYz/view?usp=sharing) |
| **26** | **1.OA.3** I can apply properties of operations to add and subtract. | [OA.3/OA.4 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa3-4-ExitTickets-c11.docx) pg. 2  [Do They Have the Same Number?](https://tools4ncteachers.com/resources/district-leaders/documents/c258-dotheyhavesamenumber-oa3.docx) |
| **27** | **1.OA.4** I can identify the addition and subtraction facts within a fact family. | [Green Apples](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-2/oa4-green-apples.docx) |
| **28** | **1.OA.4** I can model and solve unknown addend problems. | [How Many Quarters](https://tools4ncteachers.com/resources/1-first-grade/tasks/cluster-2/oa4-how-many-quarters.docx) |
| **29** | **1.OA.4** I can use subtraction to determine an unknown addend. | [OA.3/OA.4 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa3-4-ExitTickets-c11.docx) |
| **30** | **1.OA.6** I can use “think addition” to solve a subtraction problem. | Relate the addition problem to a subtraction problem using the same numbers but different placement and symbol.  [Add To-Take From-Change Unknown (Ducks)](https://drive.google.com/file/d/1KT1Y61oAX6zmiHdl0TKsD5-fmqmJFjEW/view?usp=sharing)  [Add To-Take From-Change Unknown (Seashells)](https://drive.google.com/file/d/1FGO5DBAWbRO1yg2XnGLgFJZ7s2bzcVh4/view?usp=sharing) |
| **31** | **1.OA.6** I can explain the relationship of addition and subtraction. | Use fact families to relate the addition and subtraction problems to each other. |
| **32** | **1.OA.6** I can determine the missing addend needed to determine the sum | [Missing Addend](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.45eb3a5e-aba5-4bac-a040-9cfad484f907&share_token=KGrVwKN7S5u_YntSKEVL9A) |
| **33** | **1.OA.6** I can use a number line to add and subtract | Use a number line to hop/move forward to add and backward to subtract. [Using a number line to subtract](https://app.seesaw.me/pages/shared_activity?share_token=g-mh2dCTRuyMBojoZi4Zvg&prompt_id=prompt.a81a0d86-7069-49c3-8d3c-ac3c61ae19a1) |
| **34** | **1.OA.6**  I can add and subtract within 20 using any strategy | [Take It Away Formative Assessment/Instructional Task](https://tools4ncteachers.com/resources/district-leaders/documents/c248-additup-oa6.docx) |
| **35** | **1.OA.6**  I can add and subtract within 20 using any strategy | [OA.6/OA.9 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa6-9-ExitTickets-c10.docx) |
| **36** | **1.OA.9** I can decompose addends in an equation to make ten. | [Decompose Addend to Make 10](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.f49daf1f-044c-46e5-addb-3654bb5aee22&share_token=-l7NpV6MSGyEmQdnxm7AOA) |
| **37** | **1.OA.9** I can use known math facts to make an equation easier to solve. | Model with counters, fingers, etc how to show 2 numbers that equals 10. |
| **38** | **1.OA.9**  I can fluently add and subtract within ten | [OA.6/OA.9 Exit Tickets](https://tools4ncteachers.com/resources/district-leaders/documents/oa6-9-ExitTickets-c10.docx) Pgs. 1-2 |
| **39** | **1.OA.9**  I can fluently add and subtract within ten | [Fluently add and Subtract within 10](https://quizizz.com/admin/quiz/61732e89338ec5001ea86c01?source=quiz_share) |
| **40** | **1.OA.9** I can reverse the order of addends and get the same sum using concrete objects or equations. | Model, show, and explain how the addends reversed can equal the same sum (2+1=3, 1+2=3) |
| **41** | **1.MD.5** I can identify a penny, nickel, dime, and quarter. | [Identifying Coins](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.11984c3f-3ab3-4094-ada0-4b1beab38774&share_token=-GOTLgiFRVivbcxv0YT7EA) |
| **42** | **1.MD.5** I can determine the value of a penny, nickel, dime, and quarter. | [Identifying Coins and Values](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.1e210f42-3424-4f0e-8867-44d3d9f177c9&share_token=7Mix9RNmRQmY14rT4Yu_qg) |
| **43** | **1.MD.5** I can determine the value of a penny, nickel, dime, and quarter. | [Identify and Count Coins](https://quizizz.com/admin/quiz/6078d32a351279001b1e5f09?source=quiz_share) |
| **44** | **1.MD.5** I can identify how many pennies are equal to a nickel, dime, or quarter | [How Many Pennies?](https://tools4ncteachers.com/resources/district-leaders/documents/c8-howmanypennies-md5.docx)  [Spinning for Pennies](https://tools4ncteachers.com/resources/district-leaders/documents/c8-spinningforpennies-md5.docx) |
| **45** | **1.MD.5** I can identify how many pennies are equal to a nickel, dime, or quarter | [How Many Pennies?](https://tools4ncteachers.com/resources/district-leaders/documents/c8-howmanypennies-md5.docx)  [Spinning for Pennies](https://tools4ncteachers.com/resources/district-leaders/documents/c8-spinningforpennies-md5.docx) |