

**First Grade Math Resources Binder**  
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Grade 1 Scope and Sequence 2014-2015

Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
<b>Unit 1 Partners and Patterns through 10</b>				
<ul style="list-style-type: none"> <li>Numbers are embedded within numbers.</li> <li>Grouping can help us count and combine numbers.</li> <li>We can represent the same number in many ways.</li> </ul>	<ol style="list-style-type: none"> <li>How can we decompose numbers to ten?</li> <li>How can grouping objects or pictures help us find out how many?</li> <li>How can we use pictures and numbers to show the same amount?</li> </ol>	<p><b>OA.1</b> Use Add/ Subt. within 20 to solve problems.</p> <p><b>OA.3</b> Commutative Property</p> <p><b>OA.5</b> Relate counting to addition and subtracting</p> <p><b>OA.6</b> Fact fluency to 10 and facts to 20</p> <p><b>OA.8</b> Determine unknown in an equation (any position)</p> <p><b>MD MA 5</b> work with money</p>	<p>9 lessons</p> <p>18 days</p> <p>Sept.</p> <p>2 days for Lesson 3,5</p> <p>Allow 2 days for money</p>	<p><b>MP 2</b> Reason abstractly</p> <p><b>MP 5</b> Use tools strategically</p> <p><b>MP 7</b> Make use of structure</p> <p><b>Fact Fluency:</b> +0, +1, to 10 (and switch partners)</p> <p><b>Focus facts:</b> all sums to 5 (and 5+ (5+2, 5+3 and 5+4)</p> <p><b>Note:</b> Introduce nickels and pennies. Relate values to 5 groups and ones.</p>
<b>Unit 2 Addition and Subtraction Strategies</b>				
<ul style="list-style-type: none"> <li>There are many strategies for adding and subtracting numbers.</li> <li>We can use counting to solve problems.</li> <li>Numbers can be added in any order.</li> </ul>	<ol style="list-style-type: none"> <li>How does counting help us add and subtract?</li> <li>How is addition related to counting on?</li> <li>What is the commutative property of addition?</li> </ol>	<p><b>OA.1</b> Use Add/ Subt. within 20 to solve problems.</p> <p><b>OA.3</b> Commutative Property</p> <p><b>OA.5</b> Relate counting to addition and subtracting</p> <p><b>OA.6</b> Fact fluency to 10 and facts to 20</p> <p><b>OA.7</b> Equal sign. Determine if equations are T/F.</p> <p><b>OA.8</b> Determine the unknown in +/- equation (any position).</p>	<p>16 lessons</p> <p>24 days</p> <p>End Sept- Oct.</p> <p>2 days: Lessons 4, 14</p>	<p><b>MP 1</b> Make sense of problems</p> <p><b>MP 2</b> reason abstractly</p> <p><b>MP 4</b> Model with Math</p> <p><b>MP 7</b> Make use of structure</p> <p><b>Fact fluency:</b> all facts to 5 and 5+ facts w/ switch pts</p> <p><b>Fact focus:</b> +2 facts (4+2, 6+2, 7+2, 8+2); switch</p>

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Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
<b>Unit 3 Unknown Numbers in Addition and Subtraction</b>				
<ul style="list-style-type: none"> <li>Addition and subtraction are related to each other. Addition can be used when we know the parts and need to find the whole (total). Subtraction can be used when we know the total and need to find an unknown addend.</li> <li>Visuals models can help us solve real life problems.</li> </ul>	<ol style="list-style-type: none"> <li>How are addition and subtraction alike? How are they different?</li> <li>What models can we use to solve real world problems involving addition and subtraction.</li> </ol>	<p><b>OA 1</b> Use Add/ Subt. within 20 to solve problems.  <b>OA.3</b> Commutative Property  <b>OA.4</b> Understand subtraction as unknown addend problem.  <b>OA.5</b> Relate counting to addition and subtracting  <b>OA.6</b> Fact fluency to 10 and facts to 20  <b>OA.7</b> Equal sign. Determine if equations are T/F.  <b>OA.8</b> Determine unknown in +/- equation in any position.</p>	<p>12 lessons 19 days 2 days: Lessons 1, 9 Nov.- early Dec.</p>	<p><b>MP 1</b> Make sense of problems.  <b>MP 2</b> reason abstractly  <b>MP3</b> Make arguments   <b>Fact fluency : +2 facts</b>  <b>Fact focus:</b> Doubles to 10</p>
<b>Unit 4 Place Value Concepts</b>				
<ul style="list-style-type: none"> <li>Ten ones can be grouped to make one ten.</li> <li>Two digit numbers are made up of groups of tens and ones.</li> </ul> <p>Unit 4 Continued on next page</p>	<ol style="list-style-type: none"> <li>How can we model and represent two digit numbers?</li> <li>How does the placement of a digit in a number affect its value?</li> </ol>	<p><b>OA 1</b> Use Add/ Subt. within 20 to solve problems.  <b>OA.3</b> Commutative property  <b>OA.6</b> Fact fluency to 10 and facts to 20  <b>OA.8</b> Determine unknown in +/- equation in any position.  <b>NBT.1</b> Count to 120 from any #  <b>NBT.2</b> Understand digits as tens and ones  <b>NBT.3,</b> Compare two-digit #s  <b>NBT.4</b> Add with 100</p>	<p>18 lessons 24 days 2 days: Lesson 10 Early Dec.- Mid Jan.</p>	<p><b>MP 4</b> Model with math  <b>MP 7</b> Make use of structure   <b>Fact Fluency:</b> Doubles to 10  <b>Fact focus:</b> 10+ n   <b>Note:</b>            Add activities using dimes and pennies and relate this to tens and ones.</p>

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Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
<b>Unit 5 Place Value Situations</b>				
<ul style="list-style-type: none"> <li>• Addition equations can have more than two addends and these can be grouped and added in any order.</li> <li>• Addition and subtraction is facilitated by mentally making groups of ten.</li> <li>• There are patterns in numbers that allow us to easily add and subtract 10 or multiples of ten.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can I use the properties of addition to help me add three or more numbers?</li> <li>2. How can making groups of ten help me to add and subtract numbers fluently?</li> <li>3. Why is it easy to add or subtract ten to or from another number?</li> <li>4. Why is it easy to add and subtract decade numbers?</li> </ol>	<p><b>OA 1</b> Use Add/ Subt. within 20 to solve problems.  <b>OA 2</b> Solve word problems with 3 addends  <b>OA.3</b> Commutative Property  <b>OA.4</b> Understand subtraction as unknown addend problem.  <b>OA.5</b> Relate counting to addition and subtracting  <b>OA.6</b> Fact fluency to 10 and facts to 20  <b>OA.8</b> Determine unknown in +/-  <b>NBT.1</b> Count to 120 from any #  <b>NBT.2</b> Understand digits as tens and ones  <b>NBT.4</b> Add with 100  <b>NBT.5</b> Sdd/subt. 10 from two digit #</p>	<p>11 lessons  20 days  Mid to Late Jan. to Feb. Vac.</p>	<p>Use N, D Ps to represent numbers in many ways.</p> <p><b>Fact Fluency:</b> 10 + facts and switch  <b>Fact Focus:</b> Partners of 10 (add and subt.)</p> <p>Note: Activities connecting to computing the value of groups of dimes, nickels and pennies will be included. Word problems will be created relating to this.</p>

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Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
<b>6. Comparisons and Data</b>				
<ul style="list-style-type: none"> <li>• We can use graphs to organize information and make comparisons.</li> <li>• We can use models to solve comparison problems.</li> <li>• The word “difference” has specific meaning when used to compare numbers.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we use pictures to make numerical information easy to interpret?</li> <li>2. What models can we use to represent problems involving comparisons?</li> </ol>	<p><b>OA 1</b> Use Add/ Subt. within 20 to solve problems.</p> <p><b>OA 2</b> Solve word problems with 3 addends</p> <p><b>MD 4</b> Organize, represent and interpret data. Ask and answer questions about totals, how many in each category and make comparisons.</p>	<p>9 lessons*</p> <p>17 days</p> <p>Late February- end of March</p>	<p><b>MP 1</b> Make sense of problems</p> <p><b>MP 3</b> Construct arguments</p> <p><b>MP 4</b> Model with math</p> <p><b>MP 6</b> Work with precision</p> <p><b>Fact Fluency:</b> Partners to Ten</p> <p><b>Fact Focus:</b> Near doubles (2+3, 3+4, 4+5) and the last fact to 10 (6+3) and switch partners</p>
<p><b>Notes:</b> Follow Lesson 6.1-6.4 in MX. <b>Use modified Plans for 6.5-6.7 with leveled word problem bank for differentiation.</b></p> <p>* a unit 6 supplement will be given to teachers.</p>				



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Enduring Understandings	Essential Questions	Content Standards	Time frame	Math Practices, Notes and Resources
<b>Unit 7 Geometry, Measurement and Equal Shares</b>				
<ul style="list-style-type: none"> <li>• Shapes can be defined by their attributes. Some attributes are more important than others.</li> <li>• Shapes can be divided into equal shares in many ways.</li> <li>• The length measurement of an object is the number of same size, length units that span it with no gaps or overlaps.</li> <li>• larger unit lengths will result in a smaller measurement. Smaller unit lengths will result in a larger measurement.</li> </ul>	<ol style="list-style-type: none"> <li>1. How are shapes with the same name alike and how are they different?</li> <li>2. How can we break shapes into equal shares and what are these share called?</li> <li>3. How do we measure length?</li> <li>4. How does the unit length affect the measurement of an object?</li> </ol>	<p>Measure lengths indirectly and by iterating length units.</p> <p><b>MD.1</b> Order and compare objects by length</p> <p><b>MD.2</b> Understand and explain what a length measurement means.</p> <p><b>MD.3</b> Tell and write time to the hour and half hour.</p> <p><b>G.1</b> Distinguish between defining attributes and non defining attributes.</p> <p><b>G.2</b> Compose 2D and 3D shapes</p> <p><b>G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares</p>	<p>14 lessons</p> <p>20 days</p> <p>Beg. April thru Beg. May</p>	<p><b>MP3</b> Construct arguments</p> <p><b>MP6</b> Work with precision</p> <p><b>MP7</b> Use structure</p> <p><b>Fact Fluency:</b> All facts to 10 Addition and subtraction</p> <p><b>Fact Focus: Partners of 11, 12 and 13.</b></p> <p>Notes: Math fact café can be used to generate extra practice time, money and math facts.</p>

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Unit 8 Two Digit Addition			
<ul style="list-style-type: none"> <li>• There are many ways to add one and two digit numbers.</li> <li>• place value can help us add numbers more efficiently.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do I add larger numbers?</li> <li>2. How can place value help me add larger numbers.</li> </ol>	<p><b>NBT.3</b> Understand 2 digit place value  <b>NBT.4</b> Add within 100 including 1digit to 2digit and multiples of ten.  <b>NBT.6</b> Subtract multiples of ten.  <b>MD MA 5</b> work with money</p> <p><b>Note:</b> Lesson 1 and 2 address standards and Rest go above standards. Good to explore but does not need to be mastered.</p>	<p>2+ lessons n MX (will need at least a week) Supplement with Money</p> <p>2 weeks Mid May-end early June.</p>
		<p><b>MP 3</b> Construct arguments  <b>MP 4</b> Model with math  <b>MP6</b> Use precision  <b>Mp7</b> Make us of structure</p> <p><b>Fact Fluency:</b> All facts to 11, 10+ facts addition, subtraction, unknowns  <b>Fact Focus:</b> Partners of 12, 13, and 14.</p>	
<p>June</p> <p><b>End of Year Review and Assessment</b></p> <p><b>Fact fluency Consolidation and Assessment</b></p>			

## First Grade Fact Fluency Program

**Summary of Initiative** There is a distinction between solving facts using strategies and obtaining fact fluency. We need to be working on both. To this end, SPECIFIC FACTS WILL BE A FOCUS during each unit. These facts will be studied in classrooms for patterns and common structure. There has been an effort to assign facts to each unit that correspond to content whenever possible. Students will be accountable to “know” these facts by the end of the unit following their study. During this follow up they will be sent home and practiced like spelling words. It is suggested that each student have a set of flashcards, kept at school. Every two weeks or at the end of each unit the FOCUS FACTS will be sent home to practice. Parents should keep flash cards in a bag or box at home and continually review old facts.

Finding ways to motivate students to practice focus facts until they become automatic will be our challenge next year. Let’s be creative and build in some rewards. We can also try and share routines for teaching Focus Facts. Materials/games/practice will be developed and shared.

### Definitions:

**FACT FLUENCY:** These facts should come to automaticity during the unit. These should be sent home to practice like spelling words. Students will demonstrate fluency.

**FACT FOCUS:** These facts will be a focus of study during the unit and should be worked into routines and centers. They will become automatic in the next unit.

Unit	Fact Fluency	Fact Focus
1	+0 and +1 sums to ten and switch partners	All sums to 5 and 5+ facts with switch partners
2	All sums to 5 and 5+ facts (switch partners)	+2 facts (quick count on, show on number line)
3	+2 facts (quick count on, show on number line)	Doubles to 10
4	Doubles to 10	10+ facts (goes with place value unit)
5	10+ facts	Partners of ten (add, subtract, missing addends)
6	Partners of ten (add, subtract, unknown partners)	Near doubles (2+3, 3+4, 4+5), the last fact to 10 (6+3) switch partners. Subtraction facts to 10.
7	All facts to 10, Addition and subtraction	Partners of 11, 12 and 13
8	All facts to 11. Addition and subtraction.	Partners of 12, 13, and 14

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**End of Year Assessment May 24, 2014:** This new edition of MX has greatly increased rigor for first grade.

The most challenging unit has been Unit 6 Comparisons and Data. Several teachers have found using the comparison bar model very abstract for first graders. Additionally the language in many of the word problems is very difficult for students as it varies from how we talk. We are meeting to look closely at this unit and make some revision before school ends.

The MA Frameworks added a standard on money that was not included in the Common Core curriculum. While this standard was addressed in the previous edition of Math Expressions, it has been removed from the current 2013 edition. We will be including this standard in our scope and sequence in the future. Meanwhile I have created a mini unit on Money to be completed this year.

We also want to assess how effective we have been in promoting fact fluency and mental math this year and make plans to improve this next year.

**Next Steps**

- Revise Unit 6
- Weave money into the curriculum where appropriate.
- Address fact fluency and mental math strategies.
- Share what has worked this year and teacher enhanced activities

**Update June 16, 2014**

**Unit 6 Revision is in process following a half-day meeting with Martha Morgan, Rachel Breton, Margaret Betts and Joan Schaffer. Notes have been included in this scope and sequence.**

**Money has also been included in Units 1, 4, 5 and 8. Materials have been distribute but more work needs to be done in 2014-15**

**A proposal for a Fact Fluency Schedule developed by Joan Schaffer has been included in this revision. Teacher will need to review, refine and pilot it next year.**

# Intervention Resources

		Soar to Success: Math	Response to Intervention
<b>Domain: Operations and Algebraic Thinking</b>			
<b>Represent and solve problems involving addition and subtraction.</b>			
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Warm-Up: 10.03, 10.09, 10.13, 11.03, 11.04, 11.07, 11.11, 29.33, 60.02, 66.01,	Tier 1 Lessons: 1–14 Tier 2/3 Skills and Activities: 3, 5, 10, 11, 12, 13, 17, 22, 23, 24, 25, 26, 38, 39, 40, 41, 43, 44, 46, 47
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Warm-Up: 10.05	Tier 1 Lessons: 15 Tier 2/3 Skills and Activities: 27, 28, 31, 37
<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>			
1.OA.3	Apply properties of operations as strategies to add and subtract. <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i>	Warm-Up: 10.08, 10.18, 10.19, 10.20, 10.24	Tier 1 Lessons: 16–20 Tier 2/3 Skills and Activities: 8, 12, 24, 27, 28, 31
1.OA.4	Understand subtraction as an unknown-addend problem.	Warm-Up: 29.21	Tier 1 Lessons: 21, 22 Tier 2/3 Skills and Activities: 12
<b>Add and subtract within 20.</b>			
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Warm-Up: 10.02, 11.13	Tier 1 Lessons: 23, 24 Tier 2/3 Skills and Activities: 16, 29
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).	Warm-Up: 1.12, 10.02, 10.04, 10.11, 10.12, 10.17, 10.21, 10.20, 11.03, 11.10, 11.15, 29.21, 29.29, 29.30, 29.31, 29.32	Tier 1 Lessons: 25–41 Tier 2/3 Skills and Activities: 4, 6, 12, 15, 17, 24, 28, 29, 30, 32, 33, 35, 36, 42, 45, 49, 50, 51, 53
<b>Work with addition and subtraction equations.</b>			
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .		Tier 1 Lessons: 42 Tier 2/3 Skills and Activities: 24, 42
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Warm-Up: 11.06, 11.11, 29.23	Tier 1 Lessons: 43–46 Tier 2/3 Skills and Activities: 1, 3, 5, 9, 17, 24, 28, 42, 48, 52

# Intervention Resources

		Soar to Success: Math	Response to Intervention
<b>Domain: Number and Operations in Base Ten</b>			
<b>Extend the counting sequence.</b>			
<b>1.NBT.1</b>	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Warm-Up: 2.20, 28.12, 28.14,	Tier 1 Lessons: 47–50 Tier 2/3 Skills and Activities: 16, 17, 19, 56, 60
<b>Understand place value.</b>			
<b>1.NBT.2</b>	Understand that the two digits of a two-digit number represent amounts of tens and ones.	Warm-Up: 1.14, 1.15	Tier 1 Lessons: 51, 52 Tier 2/3 Skills and Activities: 56, 57
<b>1.NBT.2a</b>	10 can be thought of as a bundle of ten ones — called a “ten.”	Warm-Up: 2.19	Tier 1 Lessons: 53 Tier 2/3 Skills and Activities: 60, 68
<b>1.NBT.2b</b>	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Warm-Up: 1.13	Tier 1 Lessons: 54, 55 Tier 2/3 Skills and Activities: 54, 55
<b>1.NBT.2c</b>	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Warm-Up: 1.16	Tier 1 Lessons: 56 Tier 2/3 Skills and Activities: 14
<b>1.NBT.3</b>	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .	Warm-Up: 7.15, 7.17	Tier 1 Lessons: 57–60 Tier 2/3 Skills and Activities: 3, 5, 21, 59
<b>Use place value understanding and properties of operations to add and subtract.</b>			
<b>1.NBT.4</b>	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Warm-Up: 10.25, 10.28, 10.30	Tier 1 Lessons: 61–66 Tier 2/3 Skills and Activities: 18, 24, 29, 35, 54, 58, 60, 61, 63, 64, 65
<b>1.NBT.5</b>	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Warm-Up: 28.14	Tier 1 Lessons: 67 Tier 2/3 Skills and Activities: 19, 60, 61
<b>1.NBT.6</b>	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Warm-Up: 10.25, 10.28, 10.30, 11.18	Tier 1 Lessons: 68, 69 Tier 2/3 Skills and Activities: 34, 60, 62, 64, 65, 66, 67

# Intervention Resources

		Soar to Success: Math	Response to Intervention
<b>Domain: Measurement and Data</b>			
<b>Measure lengths indirectly and by iterating length units.</b>			
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Warm-Up: 41.02, 41.05	Tier 1 Lessons: 70, 71 Tier 2/3 Skills and Activities: 92, 93
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	Warm-Up: 41.06	Tier 1 Lessons: 72, 73, 74 Tier 2/3 Skills and Activities: 17, 94
<b>Tell and write time.</b>			
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	Warm-Up: 51.08, 51.10	Tier 1 Lessons: 75–78 Tier 2/3 Skills and Activities: 20, 95, 96, 97
<b>Represent and interpret data.</b>			
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Warm-Up: 54.03, 54.04, 54.05, 54.06, 54.10	Tier 1 Lessons: 79–85 Tier 2/3 Skills and Activities: 2, 7, 21, 29, 37, 87, 88, 89, 90, 91
<b>Domain: Geometry</b>			
<b>Reason with shapes and their attributes.</b>			
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Warm-Up: 38.11, 38.12, 39.17, 39.26, 39.33	Tier 1 Lessons: 86–89 Tier 2/3 Skills and Activities: 69, 70, 71, 72, 73, 74, 75, 76, 77, 82, 84
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Warm-Up: 38.17, 38.19, 39.26, 39.28	Tier 1 Lessons: 90–97 Tier 2/3 Skills and Activities: 71, 72, 73, 74, 75, 78, 79, 80, 82, 83, 85, 86
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Warm-Up: 5.03, 5.05	Tier 1 Lessons: 98, 99, 100 Tier 2/3 Skills and Activities: 81