## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

### SUBJECT: Mathematics  GRADE: 1

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<thead>
<tr>
<th>Strand/Concept</th>
<th>Student Expectation</th>
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<tbody>
<tr>
<td>Strand: Operations and Algebraic Thinking</td>
<td>Concept: Represent and solve problems involving addition and subtraction.</td>
<td>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.</td>
<td>I can solve addition and subtraction word problems using objects, drawings, and equations. (within 20)</td>
<td>Knowledge Comprehension Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can model addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions. (within 20)</td>
<td>I can solve word problems with unknown numbers in different positions. 6+__=8 <strong>+2=8 6+2=</strong></td>
<td>Add Addition Difference Equals Equation Minus Plus Put together Subtract Subtraction Sum Take apart Take away Unknown</td>
</tr>
</tbody>
</table>

### TIMELINE: Quarter 1

### Colorado SS:

- i-Ready lessons: Subtraction Concepts: Comparison; Using Length to Represent Subtraction; Subtraction Concepts: Separation; Subtraction Concepts: Part-part-Whole; Counting Back to Subtract 1, 2, or 3; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts; Adding Three Numbers; Joining Sets to Add; Taking Away to Subtract; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition Facts for 10; Addition Facts: Doubles; Counting On to Add; Counting Back to Subtract; Subtraction in Separation Situations; Subtraction in Part-Part-Whole Situations; Subtraction in Comparison Situations
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<td>Strand: Operations and Algebraic Thinking Concept: Understand and apply properties of operations and the relationship between addition and subtraction.</td>
<td>1.OA.3 Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative Property of addition.)</td>
<td>I can use fact families to add and subtract. When adding more than two numbers, I can choose two numbers that I can easily add to make a ten to help find the sum. $2+4+6 = 2+10=12$</td>
<td>Comprehension Application Analysis,</td>
<td>Fact family Make a ten Related facts</td>
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**Colorado SS:**

- i-Ready lessons: Adding Three Numbers
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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand and apply properties of operations and the relationship between addition and subtraction. | 1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.  
**I M** | I can give an example and explain how a subtraction equation can be rewritten as an addition equation.  
I can rewrite a subtraction equation as an addition equation to find the missing number.  
I can count on to subtract. | Comprehension Application | Addend  
Counting on  
Make a ten |

**Colorado SS:**  
i-Ready lessons: Addition and Subtraction Fact Families; Subtraction Facts: Counting Up; Relating Addition and Subtraction Facts
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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| **Strand:** Measurement and Data | **Concept:** Measure lengths indirectly and by iterating length units.  
1. MD.1 and 2  
Order three objects by length; compare the lengths of two objects indirectly by using a third object.  
Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. | I can recognize when an object is longer or shorter than another object.  
I can organize three objects by length in order from shortest to longest.  
I can compare the lengths of two objects by using a third object.  
I can express the length of an object using length units | Comprehension Analysis  
Synthesis | End to end  
Length  
Longer  
Longest  
Measure  
Shorter  
Shortest |

**Colorado SS:**

i-Ready lessons: Measuring Length in Inches with a Ruler; Compare Length
**APPROVED FACILITY SCHOOLS CURRICULUM GUIDE**

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</table>
| Strand: Number and Operations in Base Ten  
Concept: Extend the counting sequence. | 1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. I M | I can count to 120.  
I can count to 120 starting from any number.  
I can read any number up to 120.  
I can write any number up to 120.  
I can label a set of objects up to 120 with the written numeral. | Knowledge | Count Number Numeral |

**Colorado SS:**

- i-Ready lessons: Numerals and Counting to 10; Counting with One-to-One Correspondence; Counting Objects in a Set; Counting to 20; Counting On; Counting and Ordering to 20; Counting and Ordering to 30; Counting and Ordering to 100; Counting On: 1 to 100; Place Value: Hundreds, Tens, and Ones
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</table>
| **Number and Operations in Base Ten**<br>**Understand place value.** | 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:  
a. 10 can be thought of as a bundle of ten ones — called a “ten.”  
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.  
c. 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). | I can tell the tens and ones for any two-digit number.  
I can make a bundle of ten ones and call it a “ten”.  
I can tell that the numbers 11-19 are made of a ten and some ones.  
I can count by 10’s and tell how many tens and ones there are. | Comprehension | Digits  
Ones  
Place value  
Tens |

**Colorado SS:**

- **i-Ready lessons (2a):** Counting by 10’s; Grouping into Tens and Ones; Grouping Objects by 2’s or 5’s to 100
- **i-Ready lessons (2b):** Grouping into Tens and Ones; Regrouping Tens as Ones
- **i-Ready lessons (2c):** Counting by 10’s; Grouping into Tens and Ones; Grouping Objects by 2’s or 5’s to 100
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Add and subtract within 20. | 1.OA.6  
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). | I can fluently add by memory. (within 10)  
I can fluently subtract by memory. (within 10) | Application Synthesis | Counting on Fluency |

### Colorado SS:

i-Ready lessons:  
Counting Back to Subtract 1, 2, or 3; Counting Back to Subtract; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Facts: Doubles Plus One or Minus One; Addition Facts: Using Sums of 10; Counting On to Solve Addition Problems; Counting On to Add; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition and Subtraction Fact Families; Relating Addition and Subtraction Facts; Addition Facts: Doubles.
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**RESOURCES AND NOTES FOR QUARTER 1:**

**TIMELINE:** Quarter 2
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<tr>
<td>Operations and Algebraic Thinking</td>
<td>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. C</td>
<td>I can solve addition and subtraction word problems using objects, drawings, and equations. (within 20)</td>
<td>Knowledge Comprehension Application</td>
<td>Add Difference Equals Equation Minus Plus Put together Subtract Subtraction Sum Take apart Take away Unknown</td>
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**Colorado SS:**

i-Ready lessons: Subtraction Concepts: Comparison; Using Length to Represent Subtraction; Subtraction Concepts: Separation; Subtraction Concepts: Part-part-Whole; Counting Back to Subtract 1, 2, or 3; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts; Adding Three Numbers; Joining Sets to Add; Taking Away to Subtract; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition Facts for 10; Addition Facts: Doubles; Counting On to Add; Counting Back to Subtract; Subtraction in Separation Situations; Subtraction in Part-Part-Whole Situations; Subtraction in Comparison Situations
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| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand and apply properties of operations and the relationship between addition and subtraction. | 1.OA.3  
Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.). C | I can write the addition and subtraction problems that are in the same fact family. | Comprehension Application Analysis | Fact family Related facts |

**Colorado SS:**

- **i-Ready lessons:** Adding Three Numbers

| Strand: Operations and Algebraic Thinking  
**Concept:** Understand and apply properties of operations and the relationship between addition and subtraction. | 1.OA.4  
Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. C | I can look for facts that equal 10 in a problem with three numbers.  
2 + 4 + 6 = 2 + 10 = 12  
I can count on to subtract | Comprehension Application | Addend Count on  
Make a “10” Unknown |

**Colorado SS:**

- **i-Ready lessons:** Addition and Subtraction Fact Families; Subtraction Facts: Counting Up; Relating Addition and Subtraction Facts
### Approved Facility Schools Curriculum Guide

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</table>
| **Strand:** Measurement and Data  
**Concept:** Tell and write time. | 1.MD.3  
Tell and write time in hours and half-hours using analog and digital clocks. I M | I can tell time to the hour using a digital clock.  
I can tell time to the half-hour using a digital clock.  
I can tell time to the hour using an analog clock.  
I can tell time to the half-hour using an analog clock.  
I can write the time in hours.  
I can write the time in half-hours. | | Analog  
Digital  
Half-hour  
Hour |

**Colorado SS:**

i-Ready lessons: Measuring Time; Telling Time to 5 Minutes; Telling Time to 15 Minutes
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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| **Strand:** Number and Operations in Base Ten  
**Concept:** Understand place value. | 1.NBT.3  
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. I M | I can identify the number that is greater using tens and ones.  
I can identify the number that is less using tens and ones.  
I can compare two digit numbers to determine if the numbers are equal using tens and ones.  
I can use the symbols $>$, $<$, and $=$ to compare two 2-digit numbers. | Comprehension | Equal to  
Greater than  
Less than |

**Colorado SS:** Compare two sets of objects, including pennies, up to at least 25 using language such as “three fewer”.  
**PFL, Standard 1, Concept 1, Evidence outcome b, iii**

i-Ready lessons: Comparing Numbers to 100 Using Symbols
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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Represent and solve problems involving addition and subtraction. | 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. | I can model addition and subtraction word problems using objects, drawings, and equations with unknown numbers in different positions.  
I can add three numbers whose sum is less than or equal to 20.  
I can solve word problems with three numbers using objects, drawings, and equations | Knowledge Comprehension | Equation Unknown Symbol |

**Colorado SS:**

i-Ready lessons: Adding Three Numbers; Adding Three or More Numbers
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Mathematics  
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| **Stand:** Operations and Algebraic Thinking  
**Concept:** Work with addition and subtraction equations. | 1.OA.8  
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations: 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?. I M | I can determine the missing number in an addition or subtraction problem when two out of the three numbers in the problem are given.  
(8+ _ =11)  
(5=_–3)  
(6+6=_ ) | Application | Addition  
Equation  
Subtraction  
Unknown |

**Colorado SS:**

*i-Ready lessons: Addition Facts; Addition Facts for 10*
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<td><strong>Strand:</strong> Operations and Algebraic Thinking&lt;br&gt;<strong>Concept:</strong> Add and subtract within 20.</td>
<td>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 = 13 – 4 = 13 – 3 = 10 = 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 6 + 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).</td>
<td>I can fluently add by memory. (within 10) I can fluently subtract by memory. (within 10)</td>
<td>Application</td>
<td>Counting on Fluency</td>
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### Colorado SS:

- i-Ready lessons: Counting Back to Subtract 1, 2, or 3; Counting Back to Subtract; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Facts: Doubles Plus One or Minus One; Addition Facts: Using Sums of 10; Counting On to Solve Addition Problems; Counting On to Add; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition and Subtraction Fact Families; Relating Addition and Subtraction Facts; Addition Facts: Doubles
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**RESOURCES AND NOTES FOR QUARTER 2:**
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<tr>
<td><strong>Strand:</strong> Operations and Algebraic Thinking</td>
<td>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.</td>
<td>I can solve addition and subtraction word problems involving two and three numbers using objects, drawings, and equations. (within 20)</td>
<td>Knowledge Comprehension Application</td>
<td>Add, Addition, Difference, Equals, Equation, Minus, Plus, Put together, Subtract, Subtraction, Sum, Take apart, Take away, Unknown</td>
</tr>
<tr>
<td><strong>Concept:</strong> Represent and solve problems involving addition and subtraction.</td>
<td></td>
<td>I can model addition and subtraction word problems using objects, drawings, and equations involving two and three numbers with unknown numbers in different positions. (within 20)</td>
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**Colorado SS:**

- i-Ready lessons: Subtraction Concepts: Comparison; Using Length to Represent Subtraction; Subtraction Concepts: Separation; Subtraction Concepts: Part-part-Whole; Counting Back to Subtract 1, 2, or 3; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts; Adding Three Numbers; Joining Sets to Add; Taking Away to Subtract; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition Facts for 10; Addition Facts: Doubles; Counting On to Add; Counting Back to Subtract; Subtraction in Separation Situations; Subtraction in Part-Part-Whole Situations; Subtraction in Comparison Situations
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**Concept:** Represent and solve problems involving addition and subtraction. | 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. C | I can solve word problems with unknown numbers in different positions.  
6+___ = 8  
___ + 2 = 8  
6+2=___  
6+3+4=___  
6+___+4=13  
___+3+4=13 | Knowledge  
Comprehension  
Application | Add  
Addition  
Difference  
Equals  
Equation  
Minus  
Plus  
Put together  
Subtract  
Subtraction  
Sum  
Take apart  
Take away  
Unknown |

**Colorado SS:**

**i-Ready lessons:** Adding Three Numbers; Adding Three or More Numbers
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| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand and apply properties of operations and the relationship between addition and subtraction. | 1.OA.3  
Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.). | I can write the addition and subtraction problems that are in the same fact family. | Comprehension  
Application  
Analysis | Fact Family  
Related facts |

**Colorado SS:**

- **i-Ready lessons:** Adding Three Numbers

| Strand: Operations and Algebraic Thinking  
**Concept:** Understand and apply properties of operations and the relationship between addition and subtraction. | 1.OA.4  
Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. $C$ | I can look for facts that equal 10 in a problem with three numbers. $2 + 4 + 6 = 2 + 10 = 12$  
I can count on to subtract. | Comprehension  
Application | Count on  
Make a “10”  
Unknown addend |

**Colorado SS:**

- **i-Ready lessons:** Addition and Subtraction Fact Families; Subtraction Facts: Counting Up; Relating Addition and Subtraction Facts

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6/16/15
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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</table>
| Strand: Measurement and Data  
Concept: Represent and interpret data. | 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. | I can organize data into three categories.  
I can represent data into three categories.  
I can ask and answer questions about the data.  
I can tell if a category has more or less than another category. | Comprehension Synthesis | Category  
Data  
Data points |

**Colorado SS:**

i-Ready lessons: Picture Graphs; Picture Graphs and Bar Graphs
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<tr>
<td>Strand: Number and Operations in Base Ten</td>
<td>1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</td>
<td>I can add a two-digit number and a one-digit number. I can add a two digit number and a multiple of 10. I can add a two-digit and a two-digit number. I can write down and explain the steps that I followed as I used models or drawings to show how I added.</td>
<td>Knowledge Comprehension Application</td>
<td>Multiple of 10 One-digit number Two-digit number</td>
</tr>
<tr>
<td>Concept: Use place value understanding and properties of operations to add and subtract.</td>
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<tr>
<td>Strand: Geometry</td>
<td>1.G1 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.</td>
<td>I can recognize the defining attributes of shapes. I can make, build and draw shapes with specific attributes.</td>
<td>Knowledge Comprehension Application Synthesis</td>
<td>Attributes Closed shape Open shape</td>
</tr>
<tr>
<td>Concept: Reason with shapes and their attributes.</td>
<td>Colorado SS:</td>
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<tr>
<td>i-Ready lessons: Identifying Two-Dimensional Shapes; Comparing Two-Dimensional Shapes; Identifying Three-Dimensional Shapes; Classifying Plane Shapes by Attributes; Attributes of Three-Dimensional Shapes</td>
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### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Mathematics  
**GRADE:** 1

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</table>
| **Strand:** Geometry  
**Concept:** Reason with shapes and their attributes. | 1.G2  
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. | I can build a new shape using two 2-dimensional shapes.  
I can build a new shape using two 3-dimensional shapes.  
I can take a shape I have made from two shapes and change it to make a new shape. | Knowledge  
Comprehension  
Application  
Synthesis | Circle  
Cone  
Cylinder  
Half-circle  
Prism  
Quarter-circle  
Rectangle  
Square  
Trapezoid  
Triangle |

**Colorado SS:**

i-Ready lessons: Decomposing Two-Dimensional Shapes; Concepts of Area in Two-Dimensional Shapes; Concepts of Fractions in Two-Dimensional Shapes
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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**GRADE:** 1

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</table>
| Strand: Geometry  
Concept: Reason with shapes and their attributes. | 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. I M | I can divide a circle and a rectangle into two and four equal parts.  
I can describe the equal parts of a circle and rectangle with words. (halves, fourths, quarters)  
I can describe the whole by the number of equal parts. (two halves make a whole)  
I can explain that the more equal parts there are in a shape the smaller the shares will be. | Knowledge Comprehension | Divide  
Equal parts  
Equal shares  
Fourth of  
Fourths  
Half of  
Halves  
Partition  
Quarter  
Quarter of |

**Colorado SS:**

i-Ready lessons: Fraction of a Whole: Halves and Fourths; Fraction Concepts: Part of a Whole; Fraction of a Set: Halves and Fourths; Fractions: Part of a Whole in Read-World Problems; Fraction of a Set: Halves, Thirds, Fourths, Eighths
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Add and subtract within 20. | 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). I M | I can count on to add.  
I can count back to subtract.  
I can count up to subtract. | Application Synthesis | Counting on Fluency |

**Colorado SS:**

- **i-Ready lessons:** Counting Back to Subtract 1, 2, or 3; Counting Back to Subtract; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Acting out Addition and Subtraction; Using a Number Line to Add and Subtract; Counting Back: 100 to 1; Counting Backward
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<tbody>
<tr>
<td><strong>Strand:</strong> Operations and Algebraic Thinking</td>
<td><strong>Concept:</strong> Add and subtract within 20.</td>
<td>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).</td>
<td>I can fluently add by memory. (within 10)</td>
<td>Application Synthesis</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>I can fluently subtract by memory. (within 10)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>I can add and subtract to 20.</td>
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<td></td>
<td>I can use a strategy to add and subtract to 20. (the make a ten strategy, doubles, doubles plus one strategy, use the related fact strategy)</td>
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### Colorado SS:

- i-Ready lessons: Counting Back to Subtract 1, 2, or 3; Counting Back to Subtract; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Facts: Doubles Plus One or Minus One; Addition Facts: Using Sums of 10; Counting On to Solve Addition Problems; Counting On to Add; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition and Subtraction Fact Families; Relating Addition and Subtraction Facts; Addition Facts: Doubles
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RESOURCES AND NOTES FOR QUARTER 3:
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</thead>
<tbody>
<tr>
<td>Strand: Operations and Algebraic Thinking</td>
<td>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. M</td>
<td>I can solve addition and subtraction word problems involving two and three numbers using objects, drawings, and equations. (within 20)</td>
<td>Knowledge Comprehension Application</td>
<td>Add Addition Difference Equals Equation Minus Plus Put together Subtract Subtraction Sum Symbol Take apart Take away Unknown</td>
</tr>
</tbody>
</table>

**Colorado SS:**

- i-Ready lessons: Subtraction Concepts: Comparison; Using Length to Represent Subtraction; Subtraction Concepts: Separation; Subtraction Concepts: Part-part-Whole; Counting Back to Subtract 1, 2, or 3; Subtraction Facts: Counting Back; Subtraction Facts: Counting Up; Addition Number Sentences; Counting On to Solve Addition Problems; Addition Facts; Adding Three Numbers; Joining Sets to Add; Taking Away to Subtract; Acting Out Addition and Subtraction; Using a Number Line to Add and Subtract; Addition Facts for 10; Addition Facts: Doubles; Counting On to Add; Counting Back to Subtract; Subtraction in Separation Situations; Subtraction in Part-Part-Whole Situations; Subtraction in Comparison Situations
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<tbody>
<tr>
<td><strong>Strand:</strong> Operations and Algebraic Thinking</td>
<td><strong>Concept:</strong> Represent and solve problems involving addition and subtraction.</td>
<td><strong>1.OA.2</strong> 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. M</td>
<td>I can model addition and subtraction word problems using objects, drawings, and equations involving two and three numbers with unknown numbers in different positions. (within 20)</td>
<td>Knowledge Comprehension Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can solve word problems with unknown numbers in different positions.</td>
<td></td>
<td>Add Addition Difference Equals Equation Minus Plus Put together Subtract Subtraction Sum Symbol Take apart Take away Unknown</td>
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<td></td>
<td>6+__=8</td>
<td>Knowledge</td>
<td></td>
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<td></td>
<td></td>
<td>__+2=8</td>
<td>Comprehension</td>
<td></td>
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<td></td>
<td>6+2=__</td>
<td>Application</td>
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<td>6+3+4=__</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6+__+4=13</td>
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</tr>
<tr>
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<td>__+3+4=13</td>
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**Colorado SS:**

i-Ready lessons: Adding Three Numbers; Adding Three or More Numbers
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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**GRADE:** 1

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</table>
| **Strand:** Operations and Algebraic Thinking  
**Concept:** Understand and apply properties of operations and the relationship between addition and subtraction.  
1.OA.3  
Apply properties of operations as strategies to add and subtract. Examples: If \( 8 + 3 = 11 \) is known, then \( 3 + 8 = 11 \) is also known. (Commutative property of addition.)  
To add \( 2 + 6 + 4 \), the second two numbers can be added to make ten, so \( 2 + 6 + 4 = 2 + 10 = 12 \). (Associative property of addition.) | I can write the addition and subtraction problems that are in the same fact family.  
I can look for facts that equal 10 in a problem with three numbers. \( 2+4+6 = 2+10=12 \) | Comprehension Application | Fact Family Related facts |

### Colorado SS:

- **i-Ready lessons:** Adding Three Numbers
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<tr>
<td>Strand: Operations and Algebra Thinking</td>
<td>1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 − 8 by finding the number that makes 10 when added to 8. M</td>
<td>I can count on to subtract.</td>
<td>Comprehension Application</td>
<td>Make a “10”</td>
</tr>
<tr>
<td>Concept: Understand and apply properties of operations and the relationship between addition and subtraction</td>
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<td><strong>Colorado SS:</strong></td>
<td>i-Ready lessons: Addition and Subtraction Fact Families; Subtraction Facts: Counting Up; Relating Addition and Subtraction Facts</td>
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<tr>
<td><strong>Strand:</strong> Operations and Algebra Thinking</td>
<td>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. M</td>
<td>I can explain the meaning of the equal sign.</td>
<td>Comprehension Application Analysis</td>
<td>Addition Count on Equal sign Equals Equation False Subtraction True Unknown addend</td>
</tr>
<tr>
<td><strong>Concept:</strong> Work with addition and subtraction equations.</td>
<td></td>
<td>I can determine if an addition equation is true or false.</td>
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<tr>
<td></td>
<td></td>
<td>I can determine if a subtraction equation is true or false.</td>
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<tr>
<td><strong>Colorado SS:</strong></td>
<td>i-Ready lessons: Joining Sets to Add; Taking Away to Subtract; Counting Back to Subtract</td>
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## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

### SUBJECT: Mathematics  GRADE: 1

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</table>
| **Strand:** Number and Operations in Base Ten | **1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. IM | I can subtract numbers that I use when counting by tens.  
I can show subtraction of multiples of 10 with models or drawings.  
I can write subtraction problems using multiples of 10 and explain how I got the answer.  
| 80  
-40  
40  | Comprehension  
Application | Addition  
Model  
Strategy  
Subtract  
Subtraction  
Ten |

### Colorado SS:

i-Ready lessons: Subtraction 10 from a Two-Digit Number; Subtracting Two-Digit Numbers; Subtracting Two-Digit Numbers and Estimating Differences
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REOURCES AND NOTES FOR QUARTER 4: