

Section	Outcomes	Modifications	Resources
1.1 Correspondence	NCTM - Count with understanding and recognize how many in sets of objects.	Leveled work	
1.2 Numbers to 10	NCTM – Number and Operations: Connect number words and numerals to the quantities they represent, using various physical	Leveled work	
1.3 Numbers to 20	N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent.	Leveled work	
1.4 Hands On: Compare numbers to 20	N.ME.01.03 Order numbers to 110; compare using the phrases such as "same as", "more than", "greater than", "fewer than", and use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.	Leveled work	Connecting cubes
1.5 Hands On: Order Numbers to 20	NCTM – Number and Operations: Develop understanding of the relative position and magnitude of whole numbers and of ordinal and cardinal numbers and their connections.	Leveled work	Connecting cubes
1.6 Ordinal Numbers	N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.	Leveled work	crayons
1.7 Problem-Solving Workshop: Use Data from a Graph	NCTM – Data Analysis and Probability: Describe parts of the data and the set of data as a whole to determine what the data show.	Leveled work	

1.8 Hands On: Model Joining	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	Two colored counters
2.1 Use Symbols to Add	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	
2.2 Hands On: Model Part-Part Whole	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	Workmat 9 Two color counters
2.3 Algebra: Add 0	NCTM - Algebra: Illustrate general principles and properties of operations, such as commutativity, using specific numbers	Leveled work	
2.4 Hands On: Algebra: Add in any order	NCTM – Algebra: Illustrate general principles and properties of operations, such as commutativity, using specific numbers		Connecting cubes crayons
2.5 Hands On: Algebra: Ways to Make Numbers to 8	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.	Leveled work	Connecting cubes crayons
2.6 Vertical Addition Sentences	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.	Leveled work	
2.8 Problem-Solving Workshop Strategy – Make a Model	NCTM – Problem Solving Strategy: Apply and adapt a variety of appropriate strategies to solve problems.	Leveled work	Two color counters Red and yellow crayons

3.1 Hands On: Model Separating	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	Two color counters
3.2 Use Symbols to Subtract	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	
3.3 Algebra: Subtract All or 0	NCTM – Number and Operations: Understand the effects of adding and subtraction whole numbers	Leveled work	
3.4 Hands On: Algebra: Take Apart Numbers from 8 or less	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.		Connecting cubes
3.5 Vertical Subtraction Sentences	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.	Leveled work	
3.6 HandsOn: Model Part-Part-Whole	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	Two color counters Workmat 10
3.7 Subtract to Compare	N.MR.01.09 Compare two or more sets in terms of the difference in number of elements.	Leveled work	
	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	

<p>3.8 Problem Solving Workshop Strategy- Make a Model</p>	<p>NCTM – Problem Solving – Build new mathematical knowledge through problem solving.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>4.1 Hands On: Create Addition and Subtraction problems</p>	<p>N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.</p>	<p>Leveled work</p>	<p>Workmat 2 Two color counters</p>
<p>4.2 Hands On: model Addition and Subtraction</p>	<p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>4.3 Hands On: Related Facts</p>	<p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>4.4 Write Addition and Subtraction Sentences</p>	<p>N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>4.5 Problem Solving Workshop Skill- Choose the Operation</p>	<p>NCTM – Problem Solving: Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>

<p>5.1 Hands On: Count On 1 or 2</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	<p>Connecting cubes Cups</p>
<p>5.2 Use a Number line to Count On</p>	<p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	
<p>5.3 Count On Practice</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	

<p>5.4 Hands On: Add Doubles</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>5.5 Hands On: Doubles and Doubles Plus One</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>5.6 Use the Strategies</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	
<p>5.7 Problem Solving Workshop Skill – Draw A Picture</p>	<p>NCTM – Problem Solving: Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Leveled work</p>	

<p>6.1 Use a Number Line to count Back 1 and 2</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	
<p>6.2 Use a Number Line to Count Back 3</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	
<p>6.3 Think Addition to Subtract</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>6.4 Practice the Strategies</p>	<p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	

<p>6.5 Problem Solving Workshop Strategy – Write a Number Sentence</p>	<p>NCTM – Problem Solving: Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p>Leveled work</p>	
<p>7.1 Related Addition Facts</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 7 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	
<p>7.2 Related Subtraction Facts</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 7 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p> <p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p>	<p>Leveled work</p>	<p>crayons</p>

<p>7.3 Hands On: Build Fact Families</p>	<p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p> <p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>7.4 Record Fact Families</p>	<p>N.MR.01.11 Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p> <p>N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	
<p>7.5 Algebra: Follow the Rule</p>	<p>NCTM – Number and Operations: Understand patterns, relations, and functions.</p>	<p>Leveled work</p>	
<p>7.6 Hands On: Algebra: Make Sums and Differences to 12</p>	<p>N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 7 + 1$; $6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>

7.7 Hands On: Create Addition and Subtraction Problems	NCTM – Number and Operations: Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.	Leveled work	Crayons Connecting cubes
7.8 Problem Solving Workshop Strategy – Draw a Picture	NCTM – Problem Solving: Apply and adapt a variety of appropriate strategies to solve problems.	Leveled work	
8.1 Hands On: Algebra: Sort and classify	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.	Leveled work	
8.2 Hands On: Algebra: More Sorting and Classifying	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.	Leveled work	
8.3 Hands On: Concrete Graphs	NCTM – Data Analysis and Probability: Represent data using concrete objects, pictures and graphs.	Leveled work	Counters
8.4 Picture Graphs	D.RE.01.02 Read and interpret pictographs. D.RE.01.03 Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., represents one child.	Leveled work	Links
8.5 Problem Solving Workshop Skill – Make and Use a Graph	NCTM – Data Analysis and Probability: Sort and classify objects according to their attributes and organize data about the objects.	Leveled work	Tiles
9.1 Tally Charts	NCTM - Data Analysis and Probability: Describe parts of the data and the set of data as a whole to determine what the data show.	Leveled work	

9.2 Bar Graphs	NCTM - Data Analysis and Probability: Describe parts of the data and the set of data as a whole to determine what the data show.	Leveled work	
9.3 Hands On: Possible or Impossible	NCTM – Data Analysis and Probability: Develop and evaluate inferences and predicitions that are based on data.	Leveled work	
9.4 More Likely, Less Likely	NCTM – Data Analysis and Probability: Discuss events related to students’ experiences as likely or unlikely.	Leveled work	
9.5 Problem Solving Workshop Strategy – Predict and Tes	NCTM – Data Analysis and Probability: Discuss events related to students’ experiences as likely or unlikely.	Leveled work	
10.1 Hands On: Make 10 and More	N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent. N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.	Leveled work	Crayons
10.2 Hands On: Tens	N.ME.01.02 Read and write numbers to 110 and relate Them to the quantities they represent.	Leveled work	Crayons
10.3 Hands On: Tens and Ones to 50	N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent. N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.	Leveled work	Connecting cubes Workmat 3 Connecting cubes

<p>10.4 Hands On: Tens and Ones to 100</p>	<p>N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p> <p>N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent.</p> <p>N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.</p>	<p>Leveled work</p>	
<p>10.5 Algebra: Ways to Expand Numbers</p>	<p>N.ME.01.07 Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>10.6 Problem Solving Workshop Strategy – make Reasonable Estimates</p>	<p>NCTM – Problem Solving: Build new mathematical knowledge through problem solving.</p>	<p>Leveled work</p>	<p>Workmat 3 Base Ten Blocks</p>
<p>11.1 Hands On: Algebra: Greater Than</p>	<p>N.ME.01.03 Order numbers to 110; compare using the phrases such as "same as", "more than", "greater than", "fewer than", and use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p>	<p>Leveled work</p>	<p>Workmat 3 Base Ten Blocks</p>

<p>11.2 Hands On: Algebra: Less Thank</p>	<p>N.ME.01.03 Order numbers to 110; compare using the phrases such as "same as", "more than", "greater than", "fewer than", and use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p>	<p>Leveled work</p>	
<p>11.3 Hands On: Algebra: Use Symbols to Compare</p>	<p>N.ME.01.03 Order numbers to 110; compare using the phrases such as "same as", "more than", "greater than", "fewer than", and use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p>	<p>Leveled work</p>	
<p>11.4 Hands On: One More, One Less</p>	<p>N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p>	<p>Leveled work</p>	
<p>11.5 Hands On: Ten More, Ten Less</p>	<p>N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p>	<p>Leveled work</p>	<p>Workmat 3 Base Ten Blocks</p>
<p>11.6 Order on a Number Line</p>	<p>N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p> <p>N.ME.01.05 Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.</p>	<p>Leveled work</p>	<p>Workmat 3 Base Ten Blocks</p>

<p>11.7 Order 3 Numbers</p>	<p>N.ME.01.03 Order numbers to 110; compare using the phrases such as "same as", "more than", "greater than", "fewer than", and use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p>	<p>Leveled work</p>	<p>Base Ten Blocks</p>
<p>11.8 Problems Solving Workshop Skill – Use a Table</p>	<p>NCTM – Data Analysis and Probability: Select and use appropriate statistical methods to analyze data.</p>	<p>Leveled work</p>	<p>Base Ten Blocks</p>
<p>12.1 Count Forward and Backward</p>	<p>N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p> <p>N.ME.01.04 Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p> <p>N.ME.01.06 Count backward by 1's starting from any number between 1 and 100.</p>	<p>Leveled work</p>	<p>Base Ten Blocks</p>
<p>12.2 Skip Count by twos, fives and tens</p>	<p>N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p>	<p>Leveled work</p>	
<p>12.3 Algebra: Skip Count on a Hundred Chart</p>	<p>N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p>	<p>Leveled work</p>	<p>Crayons</p>

12.4 Algebra: Counting Patterns	N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.	Leveled work	
12.5 Algebra: Identify number Patterns	N.ME.01.01 Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd. G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size. G.SR.01.04 Distinguish between repeating and growing patterns. G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.	Leveled work	
12.6 Hands On: Algebra: Even and Odd	NCTM – Number and Operations: Understand numbers, ways of representing numbers, relationships among numbers, and number systems.	Leveled work	Connecting Cubes Crayons
12.7 Problem Solving Workshop Strategy – Find a Pattern	NCTM – Algebra: Understand patterns, relations and functions.	Leveled work	
13.1 Hands On: Sort Solid Figures	NCTM – Geometry: Recognize, name, build, draw, compare and sort two- and three- dimensional shapes.	Leveled work	Models of solid figures crayons
13.2 Hands On: Classify Solids	NCTM - Geometry: Describe attributes and parts of two-and three- dimensional shapes.	Leveled work	Models of solid figures

13.3 Hands On: Plane Figures and Solids	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.	Leveled work	Models of solid figures crayons
13.4 Sort Plane Figures	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.	Leveled work	crayons
13.5 Hands On: Classify Plane Figures	G.GS.01.01 Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.	Leveled work	Plane figures crayons
13.6 Problem Solving Workshop Strategy – Use Logical Reasoning	NCTM – Problem Solving: Monitor and reflect on the process of mathematical problem solving.	Leveled work	
14.1 Hands On: Algebra: Describe Patterns	G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size. G.SR.01.04 Distinguish between repeating and growing patterns. G.SR.01.05 Predict the next element in a simple repeating pattern. G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.	Leveled work	Counters or connecting cubes Triangle Plane figures Crayons
14.2 Hands On: Algebra: Extend Patterns	G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.	Leveled work	Plane figures Crayons

<p>14.3 Algebra: Pictorial Patterns</p>	<p>G.SR.01.04 Distinguish between repeating and growing patterns.</p> <p>G.SR.01.05 Predict the next element in a simple repeating pattern.</p> <p>G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.</p> <p>G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.</p> <p>G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.</p>	<p>Leveled work</p>	<p>Crayons</p>
<p>14.4 Algebra: Identify Patterns</p>	<p>G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.</p> <p>G.SR.01.04 Distinguish between repeating and growing patterns.</p> <p>G.SR.01.05 Predict the next element in a simple repeating pattern.</p> <p>G.SR.01.06 Describe ways to get to the next element in simple repeating patterns.</p>	<p>Leveled work</p>	
<p>14.5 Hands On: Algebra: Create New Patterns</p>	<p>G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.</p>	<p>Leveled work</p>	<p>Plane figures Crayons</p>

14.6 Hands On: Algebra: Transfer a Pattern	G.SR.01.03 Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.	Leveled work	Plane figures
14.7 Problem Solving Workshop Strategy – Finding A Pattern	NCTM – Problem Solving: Apply and adapt a variety of appropriate strategies to solve problems.	Leveled work	
15.1 Position Words	G.LO.01.02 Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.	Leveled work	
15.2 Give and Follow Directions	NCTM – Geometry: Find and name locations with simple relationships such as ‘near to’ and in coordinate systems such as maps.	Leveled work	
15.3 Hands On: Congruent Figures	NCTM – Geometry: Recognize and represent shapes from different perspectives.	Leveled work	Plane figures Orange, green, purple crayons
15.4 Hands On: Symmetry	NCTM – Geometry: Recognize and create shapes that have symmetry.	Leveled work	Construction paper scissors
15.5 Hands On: Slides, Flips and Turns	NCTM – Geometry: Recognize and apply slides, flips and turns.	Leveled work	Plane figures
15.6 Problem Solving Workshop Strategy – Use Logical Reasoning	NCTM – Problem Solving: Monitor and reflect on the process of mathematical problem solving.	Leveled work	
16.1 Equal Parts	NCTM – Number and Operations: Understand and represent commonly used fractions, such as one half, one third and one fourth.	Leveled work	
16.2 Halves	NCTM – Number and Operations: Understand and represent commonly used fractions, such as one half, one third and one fourth.	Leveled work	Crayons

16.3 Fourths	NCTM – Number and Operations: Understand and represent commonly used fractions, such as one half, one third and one fourth.	Leveled work	Crayons
16.4 Thirds	NCTM – Number and Operations: Understand and represent commonly used fractions, such as one half, one third and one fourth.	Leveled work	Crayons
16.5 Parts of a Group	NCTM – Number and Operations: Understand and represent commonly used fractions, such as one half, one third and one fourth.	Leveled work	Counters Red and blue crayons
16.6 Problem Solving Workshop Strategy: Using Logical Reasoning	NCTM – Problem Solving: Monitor and reflect on the process of mathematical problem solving.	Leveled work	
17.1 Doubles and Doubles Plus 1	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently. N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.	Leveled work	Connecting cubes
17.2 Hands On: Add 10 and More	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently. N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.	Leveled work	Ten frames Two colored counters
17.3 Hands On: Made a 10 to Add	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.	Leveled work	Workmat 7 Two colored counters

<p>17.4 Algebra: Add 3 numbers</p>	<p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p> <p>N.FL.01.14 Add three one-digit numbers.</p>	<p>Leveled work</p>	<p>Connecting cubes</p>
<p>17.5 Practice Sums to 20</p>	<p>N.FL.01.12 Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	<p>crayons</p>
<p>17.6 Probe Solving Workshop Strategy – Write a Number Sentence</p>	<p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p> <p>NCTM – Problem Solving: Build new mathematical knowledge through problem solving.</p>	<p>Leveled work</p>	
<p>18.1 Use a Number Line to Subtract</p>	<p>N.FL.01.12 Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.</p>	<p>Leveled work</p>	
<p>18.2 Subtract to Compare</p>	<p>N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.</p>	<p>Leveled work</p>	
	<p>N.MR.01.09 Compare two or more sets in terms of the difference in number of elements.</p> <p>N.FL.01.12 Know all the addition facts up to 10 + 10, and solve the related subtraction problems fluently.</p>		

18.3 Think Addition to Subtract	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.	Leveled work	Connecting cubes
18.4 Practice Differences from 20	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.	Leveled work	crayons
18.5 Problem Solving Workshop Strategy – Choose a Method	NCTM – Problem Solving: Apply and Adapt a variety of appropriate strategies to solve problems.	Leveled work	
19.1 Fact Families to 20	N.FL.01.12 Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.	Leveled work	Crayons
19.2 Hands On: Algebra: Missing Numbers	NCTM – Number and Operations: Understand various meanings of addition and subtraction of whole numbers and the relationship between the two operations.	Leveled work	Connecting cubes
19.3 Hands On: Ways to Make Numbers to 20	N.ME.01.08 List number facts (partners inside of numbers) for 2 through 10; e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.	Leveled work	Connecting cubes
19.4 Algebra: Follow the Rule	NCTM – Number and Operations: Develop fluency with basic number combinations for addition and subtraction.	Leveled work	
19.5 Create Addition and Subtraction Problems	N.MR.01.10 Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.	Leveled work	

19.6 Problem Solving Workshop Skill – Choose the Operation	NCTM – Problem Solving: Monitor and reflect on the process of mathematical problem solving.	Leveled work	
20.1 Hands On: Pennies and Nickels	M.UN.01.04 Identify the different denominations of coins and bills.	Leveled work	Pennies and nickels
20.2 Hands On: Pennies and Dimes	M.UN.01.04 Identify the different denominations of coins and bills. M.UN.01.05 Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.	Leveled work	Pennies and dimes
20.3 Count Collections	NCTM – Number and Operations: Count with understanding and recognize ‘how many’ in sets of objects.	Leveled work	
20.4 Hands On: Quarters	M.UN.01.04 Identify the different denominations of coins and bills. M.UN.01.05 Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.	Leveled work	Workmat 4, pennies, dimes, nickels, quarters
20.5 Hands On: Dollar	M.UN.01.04 Identify the different denominations of coins and bills. M.UN.01.05 Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.	Leveled work	Coins Dollar bills

	M.UN.01.06 Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.		
20.6 Compare Amounts	NCTM – Number and Operations: Develop fluency with basic number combinations for addition and subtraction.	Leveled work	coins
20.7 Hands On: Make Equal Amounts	NCTM – Number and Operations: Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing and decomposing numbers.	Leveled work	coins dollar bills
20.8 Problem Solving Workshop – Act It Out	NCTM – Problem Solving: Apply and Adapt a variety of appropriate strategies to solve problems.	Leveled work	coins
21.1 Hands On: Time to the Hour	M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.	Leveled work	clock
21.2 Hands On: Time to the Half Hour	M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.	Leveled work	Clock
21.3 Time to the Hour and Half Hour	M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.	Leveled work	
21.4 Use a Calendar	NCTM – Measurement – Recognize the attributes of length, volume, weight, area and time.	Leveled work	Crayons
21.5 Order Events	NCTM – Measurement: Develop common referents for measures to make comparisons and estimates.	Leveled work	
21.6 Problem Solving Workshop Skill – Use Data From a Table	M.PS.01.08 Solve one-step word problems using addition and subtraction of length, money and time, including "how much more/less", without mixing units.	Leveled work	clock

22.1 Hands On: Compare Length	M.UN.01.02 Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.	Leveled work	Crayons Pencils
22.2 Hands On: Use Non-standard Units	M.UN.01.01 Measure the lengths of objects in nonstandard units, e.g., pencil lengths, shoe lengths to the nearest whole unit.	Leveled work	Crayons String
22.3 Hands On: Compare Non- standard Units	NCTM – Measurement: Understand measurable attributes of objects and the units, systems and processes of measurement.	Leveled work	Paper clips Pencils Connecting cubes
22.4 Hands On: Inches	NCTM – Measurement: Apply appropriate techniques, tools and formulas to determine measurements.	Leveled work	Rulers
22.5 Hands On: Centimeters	NCTM – Measurement: Apply appropriate techniques, tools and formulas to determine measurements.	Leveled work	rulers
22.6 Temperature	NCTM – Measurement: Understand measurable attributes of objects and the units, systems and processes of measurement.	Leveled work	
22.7 Problem Solving Workshop Skill – Make Reasonable Estimates	NCTM – Measurement: Apply appropriate techniques, tools and formulas to determine measurements.	Leveled work	
23.1 Hands On: Use a Balance	NCTM – Measurement: Apply appropriate techniques, tools and formulas to determine measurements.	Leveled work	Balance, connecting cubes Paper clips, crayons
23.2 Hands On: Use Non-Standard Units to Estimate and Measure Weight	NCTM – Measurement: Understand how to measure using nonstandard and standard units.	Leveled work	Balance, connecting cubes Glue bottle
23.3 Hands On: Use Non-Standard Units to Compare Weight	NCTM – Measurement: Understand how to measure using nonstandard and standard units.	Leveled work	Balance, paper clips, crayons
23.4 Pounds	NCTM – Measurement: Understand how to measure using nonstandard and standard units.	Leveled work	Scale Crayons

23.5 Hands On: Use Non-Standard Units to Estimate and Measure Capacity	NCTM – Measurement: Understand how to measure using nonstandard and standard units.	Leveled work	Cups, mugs, containers, crayons
23.6 Hands On: Use Non-Standard Measurements to Compare Capacity	NCTM – Measurement: Understand how to measure using nonstandard and standard units.	Leveled work	Scoops, rice, containers, crayons
23.7 Hands On: Cups, Pints and Quarts	NCTM – Measurement: Understand measurable attributes of objects and the units, systems and processes of measurement.	Leveled work	Measuring cups Containers
23.8 Choose the Measuring Tool	NCTM – Measurement: Apply appropriate techniques, tools and formulas to determine measurements.	Leveled work	Rulers, scales, measuring cups, thermometers, objects
23.9 Problem Solving Strategy – Predict and Test	NCTM – Problem Solving: Apply and Adapt a variety of appropriate strategies to solve problems.	Leveled work	
24.1 Use Mental Math to Add Tens	NCTM – Number and Operations: Understand meanings of operations and how they relate to one another.	Leveled work	
24.2 Hands On: Add Tens and Ones	N.FL.01.15 Calculate mentally sums and differences involving: a two-digit number and a onedigit number without regrouping; a twodigit number and a multiple of 10.	Leveled work	Workmat 3 Connecting cubes
24.3 Hands On: 1-Digit to 2-Digit Numbers	NCTM – Number and Operations: Use multiple models to develop initial understandings of place value and the base-ten number system.	Leveled work	Workmat 3 Connecting cubes
24.4 Use Mental Math to Subtract Tens	N.FL.01.16 Compute sums and differences through 30 using number facts and strategies, but no formal algorithm.	Leveled work	
24.5 Hands On: Subtract Tens and Ones	N.FL.01.15 Calculate mentally sums and differences involving: a two-digit number and a onedigit	Leveled work	Workmat 3 Connecting cubes

<p>24.6 Hands On: Subtract 1-Digit from 2-Digit Numbers</p> <p>24.7 Problem Solving Workshop Skill – Make Reasonable Estimates</p>	<p>number without regrouping; a twodigit number and a multiple of 10.</p> <p>NCTM – Number and Operations: Use multiple models to develop initial understandings of place value and the base-ten number system.</p> <p>NCTM – Number and Operations: Compute fluently and make reasonable estimates.</p>	<p>Leveled work</p> <p>Leveled work</p>	<p>Workmat 3 Connecting cubes</p>
<p>1.2</p>			