

Year-at-a-Glance (YAG) --- Grade 1 --- Mathematics

The **Year at a Glance (YAG)** lays out all of the long term learning targets a student is expected master by the end of the year by bundling and sequencing them into the right units. On this YAG you will also see the Minnesota Standards and Benchmarks that align to the learning targets.

Learning Targets: Learning Targets are “student friendly” versions of the benchmarks. The Learning Targets should be posted in the classroom and used with students to describe the learning of the day. **Please note:** Because the language of the learning targets has been modified to be more accessible to students they do not fully reflect the depth and rigor of the benchmarks. For this reason it is important to consult the standards and benchmarks when planning instruction.

Standards: Standards and benchmarks set the expectations for achievement in mathematics for K-12 students in Minnesota. The standards represent a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning, communication, making connections, and representation. The standards are grouped by strands: 1) Number and Operation; 2) Algebra; 3) Geometry and Measurement; 4) Data Analysis and Probability.

Benchmarks: The benchmarks provide specific details about the mathematical understanding and skills that students must meet to satisfy the standards. They are designed to inform and guide schools and teachers in developing curriculum and instruction.

First Semester	Second Semester
<p><u>Unit 1: Numbers, Counting and Quantities</u> 8 weeks Approximate Dates: August 29 – October 31, 2016</p> <p><u>Unit 2: Geometry– 2 and 3-D Shapes</u> 4 weeks Approximate Dates: December 12 – December 9, 2016</p> <p><u>Unit 3: Measurement</u> 4 weeks Approximate Dates: December 1 - January 24, 2017</p>	<p><u>Unit 4: Addition and Subtraction; Counting and Deriving to Solve Problems</u> 7 weeks Approximate Dates: January 31 - March 17, 2017</p> <p><u>Unit 5: Number Patterns and Grouping Tens</u> 6 ½ weeks Approximate Dates: March 22 - May 12, 2017</p> <p><u>Unit 6: Data Analysis (and Measurement Part 2)</u> 3 ½ weeks Approximate Dates: May 15 - June 7, 2017</p>

First Semester			
Unit 1: Numbers, Counting and Quantities			
<i>8 weeks</i>			
<i>Approximate Dates: August 29 – October 31, 2016</i>			
Learning Targets	Standards		
	Strand / Standard	No.	Benchmark
<p><u>Unit Long Learning Targets</u></p> <p>1.1 I can read and write numbers up to 120. I can represent numbers up to 120 in many different ways. 1.1.1.2</p> <p>1.2 I can count forward from any given number up to 120. I can count backward from any given number up to 120. 1.1.1.3</p> <p>1.3 I can compare and order whole numbers up to 100. 1.1.1.5</p> <p>1.4 I can use words (more than, less than, equal to) to describe and compare the size of numbers. 1.1.1.6</p> <p>1.5 I can solve addition and subtraction problems in many different ways. 1.1.2.1</p> <p>1.6 I can combine and take apart numbers up to 12. 1.1.2.2</p>	Number & Operation	<p>Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.</p> <p>Use a variety of models and strategies to solve addition and subtraction problems in real- world and mathematical contexts.</p>	<p>1.1.1.2 Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.</p> <p>1.1.1.3 Count, with and without objects, forward and backward from any given number up to 120.</p> <p>1.1.1.5 Compare and order whole numbers up to 120.</p> <p>1.1.1.6 Use words to describe the relative size of numbers.</p> <p>1.1.2.1 Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part- part-total, adding to, taking away from and comparing situations.</p> <p>1.1.2.2 Compose and decompose numbers up to 12 with an emphasis on making ten.</p>
Unit 2: Geometry– 2 and 3-D Shapes			
<i>4 weeks</i>			
<i>Approximate Dates: December 12 – December 9, 2016</i>			
Learning Targets	Standards		
	Strand / Standard	No.	Benchmark
<p><u>Unit Long Learning Targets</u></p> <p>2.1 I can describe the attributes of two and three dimensional shapes. 1.3.1.1</p> <p>2.2 I can combine and take apart two and three dimensional shapes. 1.3.1.2</p>	Geometry & Measurement	<p>Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.</p>	<p>1.3.1.1 Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres.</p> <p>1.3.1.2 Compose (combine) and decompose (take apart) two- and three- dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders.</p>

First Semester				
Unit 3: Measurement				
<i>4 weeks</i>				
<i>Approximate Dates: December 1 - January 24, 2017</i>				
Learning Targets	Standards			
<u>Unit Long Learning Targets</u>	Strand / Standard	No.	Benchmark	
3.1 I can tell time on the hour and half hour. 1.3.2.2 3.2 I can name pennies, nickels and dimes and count a combination of coins to \$1.00. 1.3.2.3 3.3 I can measure the length of an object using a nonstandard unit of measurement. 1.3.2.1	Geometry & Measurement	Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.	1.3.2.2 Tell time to the hour and half-hour. 1.3.2.3 Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.	
			1.3.2.1	Measure the length of an object in terms of multiple copies of another object.

Second Semester				
Unit 4: Addition and Subtraction; Counting and Deriving to Solve Problems				
<i>7 weeks</i>				
<i>Approximate Dates: January 31 - March 17, 2017</i>				
Learning Targets	Standards			
4.1 I can solve real world addition and subtraction problems in many ways. 1.2.2.1 4.2 I can determine if an addition or subtraction problem are true. 1.2.2.2 4.3 I can identify the missing number in an addition or subtraction problem (in all positions). 1.2.2.3 4.4 I can represent a situation in a story problem with an addition or subtraction equation. 1.2.2.4 4.5 I can compose and decompose numbers to 12 automatically. 1.1.2.2	Strand / Standard	No.	Benchmark	
	Algebra	Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	1.2.2.1	Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.
			1.2.2.2	Determine if equations involving addition and subtraction are true.
			1.2.2.3	Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as: $2 + 4 = _$ $3 + _ = 7$ $5 = _ - 3$
			1.2.2.4	Use addition or subtraction basic facts to represent a given problem situation using a number sentence.
	Number & Operation	Use a variety of models and strategies to solve addition and subtraction problems in real- world and mathematical contexts.	1.1.2.2	Compose and decompose numbers up to 12 with an emphasis on making ten.

Second Semester				
Unit 5: Number Patterns and Grouping Tens				
<i>6 ½ weeks</i>				
<i>Approximate Dates: March 22 - May 12, 2017</i>				
Learning Targets	Standards			
<u>Unit Long Term Learning Targets:</u> 5.1 I can describe and represent numbers between 10-100 in groups of tens. 1.1.1.1 5.2 I can identify a number that is 10 more or 10 less than a given number. 1.1.1.4 5.3 I can count by 2's, 5's and 10's from any given number. 1.1.2.3 5.4 I can solve addition and subtraction problems using patterns in numbers. I can explain the relationship between counting, adding and subtracting. 1.1.2.3 5.5 I can create and extend patterns in many ways. 1.2.1.1 5.6 I can identify and explain the rule of a given pattern. 1.2.1.1	Strand / Standard		No.	Benchmark
	Number & Operation	Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.	1.1.1.1	Use place value to describe whole numbers between 10 and 100 in terms of tens and ones.
			1.1.1.4	Find a number that is 10 more or 10 less than a given number.
		Use a variety of models and strategies to solve addition and subtraction problems in real- world and mathematical contexts.	1.1.2.3	Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.
	Algebra	Recognize and create patterns; use rules to describe patterns.	1.2.1.1	Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.
Unit 6: Data Analysis (and Measurement Part 2)				
<i>3 ½ weeks</i>				
<i>Approximate Dates: May 15 - June 7, 2017</i>				
Learning Targets	Standards			
<u>Unit Long Term Learning Targets:</u> 6.1 I can create graphs and tally charts. 1.1.1.7 6.2 I can analyze data on a graph and chart. 1.1.1.7	Strand / Standard		No.	Benchmark
	Number & Operation	Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.	1.1.1.7	Use counting and comparison skills to create and analyze bar graphs and tally charts.