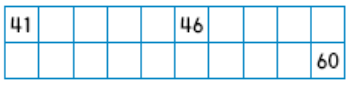
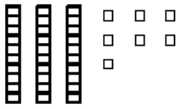
SCHOOL DISTRICT OF FORT·ATKINSON

<table>
<tr><th>GRADE 1 Mathematics</th><th>Quarter 3 – Units 5, 6 & 7 Reported</th></tr>
<tr><td colspan="2">Standards for Mathematical Practice</td></tr>
<tr><td>Makes sense of a problem and creates a plan to solve it</td><td>Based on teacher observation during math</td></tr>
<tr><td>Perseveres in solving problems</td><td>Based on teacher observation during math</td></tr>
<tr><td>Attends to detail using precise math words / symbols and works carefully and accurately</td><td>Based on teacher observation during math</td></tr>
<tr><td>Explains his/her mathematical thinking orally and shows / tells / writes why the answer makes sense</td><td>Based on teacher observation during math</td></tr>
<tr><td colspan="2">Operations and Algebraic Thinking</td></tr>
<tr><td>Orders, compares and analyzes place values in numbers to 120</td><td>
<table>
<tr><td>4g
OA.5</td><td>I can fill in the missing numbers on a number grid.</td><td> 
</td></tr>
<tr><td>5a
NBT.1</td><td>I can read, write, and model numbers using place value manipulatives up to 100.</td><td>3 tens and 7 ones = 37
  </td></tr>
<tr><td>5b
NBT.3</td><td>I can compare numbers up to 100 using <, >, = .</td><td>25 < 36 72 > 54</td></tr>
</table>
</td></tr>
<tr><td>Represents and solves addition and subtraction number stories</td><td>
<table>
<tr><td>6c
OA.2
OA.3</td><td>I can reorder numbers to find the sum (the Associative Property), including those in number stories.</td><td>There were 8 hens, 3 roosters, and 2 geese in the coop. How many birds were there in all?
8 + 3 + 2 = B
8 + 2 = 10 and 10 + 3 = 13 birds</td></tr>
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<td>Understands relationship between addition / subtraction and applies properties</td>
<td>
<table>
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<td>5c
OA.4</td>
<td>I can calculate and compare quantities, determine who has more and how much more.</td>
<td>Me Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ = 8
Tim Ⓟ Ⓟ = 2
I have 6 more pennies than Tim.</td>
</tr>
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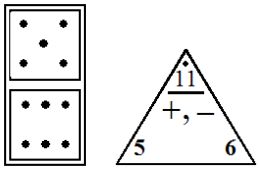
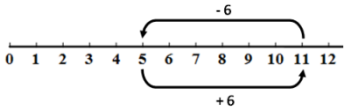
<td>6a
OA.3
OA.4</td>
<td>I can write the turn-around fact, create a fact family, and show that a subtraction problem can be thought of as an addition problem.</td>
<td> 

5 + 6 = 11
6 + 5 = 11
11 – 6 = 5
11 – 5 = 6
11 – 6 = 5 because 5 + 6 = 11
 
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<td>Measurement and Data</td>
<td></td>
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<tr>
<td>Tells and writes time to the half-hour</td>
<td>
<table>
<tr>
<td>6e
MD.3</td>
<td>I can draw hands and write the time to the half–hour using digital notation.</td>
<td>  4:30</td>
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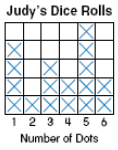
<tr>
<td>Represents and interprets data</td>
<td>
<table>
<tr>
<td>6d
MD.4</td>
<td>I can organize, analyze, and interpret data from a tally chart, pictograph, bar graph, or line plot.</td>
<td> 

How many times did Judy roll a 6? ___
How many more times did Judy roll a 5 than a 6? ___</td>
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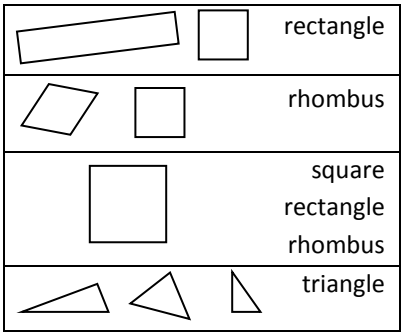
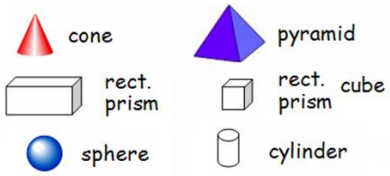
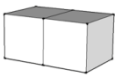
Identifies, draws and constructs shapes based on their attributes (2D and 3D)

7a G.1	I can identify 2D shapes and draw or construct shapes that represent specific attributes. 2D: rectangle, square, triangle, trapezoid, hexagon, rhombus, circle, half-circle, quarter-circle	
7b G.2	I can combine 2D shapes to make a new 2D shape.	 2 trapezoids make a hexagon.
7c G.2	I can identify and construct 3D shapes: cone, cylinder, cube, sphere, pyramid, rectangular prism	**Pictures of 3D Shapes** 
7d G.2	I can combine 3D shapes to make a new 3D shape.	 2 cubes can make a larger rectangular prism.