**i-Ready Classroom Math Unit 1-Three-Digit Numbers**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 1. Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.  (Lessons 3 and 5)  2. Fluently add and subtract within 20 using mental strategies such as counting on, making ten, decomposing a number leading to ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums.  (Lessons 1 and 2)  2.a. State automatically all sums of two one-digit numbers.  (Lessons 1 and 2)  16. Create a picture graph and bar graph to represent data with up to four categories. (Lesson 4)  16.a. Using information presented in a bar graph, solve simple “put-together,” “take-apart,” and “compare” problems. (Lesson 4)  16.b. Using Venn diagrams, pictographs, and "yes-no" charts, analyze data to predict an outcome. (One Day Activity)  Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Add  Equation  Open Number Line  Sum  Unknown Number  Addend  Count On  Difference  Fact Family  Subtract  Equal Sign | Counters  Connecting Cubes  Number Path  Number Chart  10-frames  Number Lines  Bar Models  Grid Paper | \*Lesson Four is moved to the end of U2  \*Use manipulatives to support learning  \*Critical Standards Addressed in Lessons: 1,2,3,5  Proficiency Scale  [2.6 Place Value Understanding 1\_14\_2021.docx](https://docs.google.com/document/d/1U6ANvT9VMSv7eJ_0KGppUeGxUdVa3drx/edit?usp=sharing&ouid=100924164467951169719&rtpof=true&sd=true)  [2.16 Bar and PictoGraphs 1\_14\_2021.docx](https://docs.google.com/document/d/1qL0xzjWB0voEfpJ5_KZzjmH_5fpkfqyZ/edit?usp=sharing&ouid=100924164467951169719&rtpof=true&sd=true)  [2.2 Automaticity within 20 1\_14\_2021.docx](https://docs.google.com/document/d/1TW7CLEnunTvsiLoQWd3Z3CjMXjqjrBHR/edit?usp=sharing&ouid=100924164467951169719&rtpof=true&sd=true)  **Geometry Focus**  Vocabulary | Aug. 15-Sept. 14  22 Instruction Days  -1 flex day included to deepen content knowledge  **Common Assessments:** Unit Assessment by Sept. 14 |

**IReady Classroom Math Unit 2 - Numbers Within 100: Addition, Subtraction, Time, and Money**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 10. Fluently add and subtract within 100, using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Lesson 6, 7, & 8)  14. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Lesson 6, 7, & 8)  1.Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. (Lesson 9 & 10)  24. Solve problems with money. (Lesson 10)  24.a. Identify nickels and quarters by name and value. (Lesson 10)  24.b. Find the value of a collection of quarters, dimes, nickels, and pennies. (Lesson 10)  24.c. Solve word problems by adding and subtracting within one dollar, using the $ and ¢ symbols appropriately (not including decimal notation). (Lesson 10)  23. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (Lesson 11)  23.a. Express an understanding of common terms such as, but not limited to, *quarter past, half past,* and *quarter to.* (Lesson 11)  Geometric concepts should be presented throughout the year through geometric math talks, esti-mysteries center activities, etc…Begin with precious grade level concepts as student ideas develop naturally prior to this unit of study.  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Regroup  Sum  Difference  Cent  Dime  Dollar  Nickel  Penny  Quarter  a.m.  p.m.  Skip-count  Digital Clock  Hour  Hour Hand  Minute  Minute Hand  Bar Graph  Picture Graph  Data | Base-Ten Blocks (Tens & Ones)  Place Value Mats  Open Number Lines  Bar Models  Number Bonds  Play money (coins & dollars)  Clocks | \*Lesson 4 added to the end of the unit  \*Use manipulatives to support learning  \*Critical Standards Addressed in Lessons:  6,7,8,9,10  Proficiency Scales  [2.1 Word Problems 1\_14\_2021.docx](https://docs.google.com/document/d/17ZCw__Sr2b0W-urfYwIB1hWE4W7Dq1dX/edit?usp=sharing&ouid=100924164467951169719&rtpof=true&sd=true)  **Geometry Focus**  Vocabulary | Sep..15-Nov.10  38 Instruction Days  -2 flex days included to deepen content knowledge  **Common Assessments:**  Unit Assessment by Nov. 10 |

**i-Ready Classroom Math Unit 3 - Numbers Within 1,000: Place Value, Addition, and Subtraction**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 6. Explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. (Lesson 12)  6.a. Explain the following three-digit numbers as special cases: 100 can be thought of as a bundle of ten tens, called a “hundred,” and the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (Lesson 12)  8. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (Lesson 13)  9. Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, recording the results of comparisons with the symbols >, =, and < and orally with the words “is greater than,” “is equal to,” and “is less than.” (Lesson 14)  7. Count within 1000 by ones, fives, tens, and hundreds. (Lesson 15)  13. Mentally add and subtract 10 or 100 to a given number between 100 and 900. (Lesson 15)  12. Add and subtract within 1000 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. (Lesson 16, 17, & 18)  12.a. Explain that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (Lesson 16, 17, & 18)  14. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Lesson 16, 17, 18, & 19)  11. Use a variety of strategies to add up to four two-digit numbers. (Lesson 19)  **Shaded Standards are CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Hundreds  Place Value  DIgit  Ones  Skip-Count  Tens  Expanded Form  Digit  Place Value  Greater Than  Symbol  Lesson Than Symbol  Compare  Equal SIgn  Difference  Regroup  Sum | Base Ten Blocks  Hundred Charts  Open Number Line  Place Value Chart  200 Chart  Play money bills  Connecting Cubes  3-Digit Number Cards  Place Value Mats  Counters | \*Lesson 19 Omitted  \*Use manipulatives to support learning  \*Critical Standards Addressed in Lessons:  12,16,17,18  Proficiency Scale  [2.12 Add and Subtract within 1000 1\_14\_2021.docx](https://docs.google.com/document/d/1pv51WMnqOR2_uytYmLSJvXLpzNS81yNx/edit?usp=sharing&ouid=100924164467951169719&rtpof=true&sd=true)  [2.6 Place Value Understanding 1\_14\_2021.docx](https://docs.google.com/document/d/1U6ANvT9VMSv7eJ_0KGppUeGxUdVa3drx/edit?usp=sharing&ouid=100924164467951169719&rtpof=true&sd=true)  **Geometry Focus**  Vocabulary | Nov. 14-Feb. 8  44 Instructional Days  -6 flex days included to deepen knowledge  **Common Assessments:**  Unit Assessment by Feb. 8 |

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| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 17. Measure the length of an object by selecting and using standard units of measurement shown on rulers, yardsticks, meter sticks, or measuring tapes. (Lesson 20 & 21)  18. Measure objects with two different units, and describe how the two measurements relate to each other and the size of the unit chosen. (Lesson 22)  19. Estimate lengths using the following standard units of measurement: inches, feet, centimeters, and meters. (Lesson 23)  20. Measure to determine how much longer one object is than another, expressing the length difference of the two objects using standard units of length. (Lesson 24)  21.Use addition and subtraction within 100 to solve word problems involving same units of length, representing the problem with drawings (such as drawings of rulers) and/or equations with a symbol for the unknown number. (Lesson 25)  22. Create a number line diagram using whole numbers and use it to represent whole-number sums and differences within 100. (Lesson 26)  15. Measure lengths of several objects to the nearest whole unit. (Lesson 27)  15.a. Create a line plot where the horizontal scale is marked off in whole-number units to show the lengths of several measured objects. (Lesson 27)  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Centimeter  Inch  Length  Measure  Ruler  Unit  Foot  Measuring Tape  Meter  Meter Stick  Yard  Yardstick  Estimate (n.)  Estimate (v.)  Difference  Longer  Shorter  Open Number  Line  Number LIne  Taller  Line Plot  Data | Inch tiles  Inch ruler  Centimeter ruler  Measuring tape  Yardstick  Meter stick  Play quarters  Centimeter cubes  Bar models  Open Number Lines  Sticky notes  String  Centimeter grid paper  Whiteboards  Stickers | \*Use manipulatives to support learning  \*Critical Standards Addressed in Lessons:  23,25,26 | Feb. 9-April 19  37 Instructional Days  -1 flex day included to deepen content knowledge  **Common Assessments:**  Unit Assessment by April 19 |

**IReady Classroom Math Unit 5 - Shapes and Arrays: Partitioning and Tiling Shapes, Arrays, Evens and Odds**

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| **Student Mathematical Practices** | **ACOS Standards** | **Vocabulary** | **Suggested Manipulatives and Models** | **Additional Resources & Pacing Notes** | **Suggested Number of Days & Assessments** |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | 25. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Lesson 28)  25.a. Recognize and draw shapes having specified attributes. (Lesson 28)  27. Partition circles and rectangles into two, three, or four equal shares. Describe the shares using such terms as *halves, thirds, half of,* or *a third of,* and describe the whole as *two halves, three thirds,* or *four fourths.* (Lesson 29)  27.a. Explain that equal shares of identical wholes need not have the same shape. (Lesson 29)  26. Partition a rectangle into rows and columns of same-size squares, and count to find the total number of squares. (Lesson 30)  4. Using concrete and pictorial representations and repeated addition, determine the total number of objects in a rectangular array with up to 5 rows and up to 5 columns. (Lesson 31)  4.a. Write an equation to express the total number of objects in a rectangular array with up to 5 rows and up to 5 columns as a sum of equal addends. (Lesson 31)  3. Use concrete objects to determine whether a group of up to 20 objects is even or odd. (Lesson 32)  3.a. Write an equation to express an even number as a sum of two equal addends. (Lesson 32)  Shaded Standards are **CRITICAL Focus Areas.**  **\*Denotes Supporting or Additional Clusters** | Angle  Cube  Edge  Hexagon  Pentagon  Quadrilateral  Rectangle  Rhombus  Side  Square  Triangle  Vertex  Face  One Half  One Third  Thirds  Fourths  Halves  Column  Row  Array  Even Number  Odd Number |  | \*Use manipulatives to support learning  \*Critical Standards Addressed in Lessons:  29,31 | April 20-May 19  22 Instructional Days  -6 flex days included to deepen content knowledge and allow for EOY assessment and events  **Common Assessments:**  Unit Assessment by May 19 |