

Jefferson County Schools
 First Grade
 Mathematics Curriculum Guide

Proposed Instructional Period	Dates Taught	TN Department of Education	Checks for Understanding (First Grade)	Building Blocks for the New Standards (Kindergarten)	Essential Vocabulary (teacher word)	Math Benchmark Assessment Item	Materials/ Resources Most resources can be found in the Dynamic Curriculum
		Content Standard/GLE Student Learning Expectations (SLE)					
First Nine Weeks							
August - May		GLE 0106.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	✓ 0106.1.9 Use age-appropriate books, stories, and videos to convey ideas of mathematics.	✓ None	➤ Arithmetic: The basic math that we do in everyday life involving addition, subtraction, multiplication and or division.		➤ Taught in all Saxon Math Lessons

August-May	<p>GLE 0106.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.</p>	<p>✓ None</p>		<p>➤ chart (100's): A chart displaying the numbers from one to one hundred. It can be used to find patterns, skip count, add, subtract, etc.; units, digit: One of the number symbols 0,1,2,3,4,5, 6,7,8, or 9., set, equivalent, group, less, more, before, after, count on/ count back: A strategy used in solving an addition or subtraction problem., skip counting</p>	<p>➤ Used in most Saxon Math Lessons. ➤ Linking cubes ➤ Number lines ➤ Hundred chart ➤ Calculators</p>
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August		<p>GLE 0106.3.1 Identify, describe, and extend simple number patterns to develop strategies for adding and subtracting whole numbers.</p>	<p>✓ 0106.3.1 Find repeating patterns on the number line, addition table, and hundreds chart.</p>	<p>✓ 0006.3.1 Use a variety of manipulatives (such as connecting cubes, number cards, shapes) to create patterns.</p> <p>✓ 0006.3.3 Translate simple patterns into rules.</p>	<p>➤ Date, equal, estimate/guess (measurement): An answer that is close to an exact answer., more, less, almost, full, empty, level, capacity, chart (100's): A chart displaying the numbers from one to one hundred. It can be used to find patterns, skip count, add, subtract, etc.</p>	<p>➤ 1-1 ➤ 1-14 ➤ 1-24</p>	<p>➤ Saxon Math Lesson 1 ➤ Hundreds Chart ➤ Math Meeting Board ➤ Book "Bear in a Square" ➤ Scott Foresman phonics/rhymes posters ➤ Pattern blocks ➤ Pointer ➤ Chart paper and marker ➤ 3" x 5" cards</p>
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August		<p>GLE 0106.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p>✓ 0106.1.3 Compare units of time</p>	<p>✓ 0006.1.3 Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).</p> <p>✓ 0006.1.5 Recognize a calendar as a way of measuring time.</p> <p>✓ 0006.1.4 Tell time to the hour.</p>	<p>➤ Date, equal, estimate, /guess (measurement): An answer that is close to an exact answer., more, less, almost, full, empty, level, capacity</p>		<p>➤ Saxon Math Lesson 1</p> <p>➤ Hundreds Chart</p> <p>➤ Math Meeting Board</p> <p>➤ Book “Bear in a Square”</p> <p>➤ Scott Foresman phonics/rhymes posters</p> <p>➤ Pattern blocks</p> <p>➤ Pointer</p> <p>➤ Chart paper and marker</p> <p>➤ 3” x 5” cards</p>
August		<p>GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p>	<p>✓ 0106.1.1 Describe the relationship between days and months</p>	<p>✓ 0006.1.3 Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).</p> <p>✓ 0006.1.5 Recognize a calendar as a way of measuring time.</p> <p>✓ 0006.1.4 Tell time to the hour.</p>	<p>➤ Date, equal, estimate, /guess (measurement): An answer that is close to an exact answer., more, less, almost, full, empty, level, capacity</p>	<p>➤ 1-3</p> <p>➤ 1-16</p> <p>➤ 1-23</p>	<p>➤ Saxon Math Lesson 1</p> <p>➤ Hundreds Chart</p> <p>➤ Math Meeting Board</p> <p>➤ Book “Bear in a Square”</p> <p>➤ Scott Foresman phonics/rhymes posters</p> <p>➤ Pattern blocks</p> <p>➤ Pointer</p> <p>➤ Chart paper and marker</p> <p>➤ 3” x 5” cards</p>

August		<p>GLE 0106.2.2 Compare and order whole numbers to 100.</p>	<p>✓ 0106.2.16 Represent whole numbers up to 100 on a number line.</p>	<p>✓ 0006.2.2 Match quantities to 25 with numerals and written words.</p> <p>✓ 0006.2.5 Create a set with a given number of objects.</p> <p>✓ 0006.2.6 Quickly recognize the number of objects in a small set.</p> <p>✓ 0006.2.7 Recognize zero (0) as a set with “no objects”.</p>	<p>➤ Units, digit: One of the number symbols 0,1,2,3,4,5,6,7,8,or 9., set, equivalent, model, represent, strategy, group, set, less, more, before, after, count on/ count back: A strategy used in solving an addition or subtraction problem., match, skip counting, backward/ forward: Directional words indicating the way one is facing (forward) or the opposite direction which one is facing (backward) .</p>	<p>➤ 1-4 ➤ 1-5 ➤ 1-20</p>	<p>➤ Saxon Math Lesson 2 ➤ Weather graph ➤ Student Fact Cards ➤ Linking cubes ➤ Crayons</p>
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August	<p>GLE 0106.2.1 Understand and use number notation and place value to 100.</p>	<p>✓ 0106.2.15 Represent whole numbers between 10 and 100 in groups of tens and ones</p>	<p>✓ 0006.2.10 Recognize 6 through 10 as “five and some ones.”</p> <p>✓ 0006.2.17 Understand that numbers can be represented by different groupings.</p>	<p>➤ Units, digit: One of the number symbols 0,1,2,3,4,5, 6,7,8,or 9., set, equivalent, model, represent, strategy, group, set, less, more, before, after, count on/ count back: A strategy used in solving an addition or subtraction problem., match, skip counting, backward/ forward: Directional words indicating the way one is facing (forward) or the opposite direction which one is facing (backward) .</p>	<p>➤ Saxon Math Lesson 2 ➤ Weather graph ➤ Student Fact Cards ➤ Linking cubes ➤ Crayons</p>
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August	<p>GLE 0106.2.1 Understand and use number notation and place value to 100.</p>	<p>✓ 0106.2.1 Read and write numerals up to 100.</p>	<p>✓ 0006.2.2 Match quantities to 25 with numerals and written words.</p> <p>✓ 0006.2.5 Create a set with a given number of objects.</p> <p>✓ 0006.2.6 Quickly recognize the number of objects in a small set.</p> <p>✓ 0006.2.7 Recognize zero (0) as a set with “no objects”.</p>	<p>➤ Units, digit: One of the number symbols 0,1,2,3,4,5,6,7, 8, or 9., set, equivalent, model, represent, strategy, group, set, less, more, before, after, count on, count back: A strategy used in solving an addition or subtraction problem., match, skip counting, sequence: Numbers or objects arranged in a particular order., whole numbers: Any of the numbers 0, 1, 2, 3, 4 and so on. Whole numbers do not include fractions or decimals., number line: A line which shows numbers placed in their correct position; it can be used to show relationships between numbers.</p>	<p>➤ Saxon Math Lesson 3</p> <p>➤ Math Meeting Board</p> <p>➤ Linking cubes</p> <p>➤ Number strips 1-5</p> <p>➤ 5 pencils or other objects</p>
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August		<p>GLE 0106.2.2 Compare and order whole numbers to 100.</p>	<p>✓ 0106.2.5 Order and compare (less than, greater than, or equal to) whole numbers to 100</p>	<p>✓ 0006.2.8 Compare sets of ten or fewer objects and identify which are equal to, more than, or less than others.</p> <p>✓ 0006.2.9 Order the numbers through 25 using numerals and words.</p> <p>✓ 0006.2.11 Recognize and use ordinal numbers (e.g., first, fourth , last).</p>	<p>➤ Units, digit: One of the number symbols 0,1,2,3,4,5,6,7,8,or 9., set, equivalent, model, represent, strategy, group, set, less, more, before, after, count on/count back: A strategy used in solving an addition or subtraction problem, match, least, most, greater than: Describes the bigger number or quantity.</p>		<p>➤ Saxon Math Lesson 4 ➤ Linking cubes ➤ Number strips 1-5 and 6-0 ➤ Small zip lock bags</p>
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August		<p>GLE 0106.5.1 Use various representations to display and compare data.</p>	<p>✓ 0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs.</p>	<p>✓ None</p>	<p>➤ Collect, display, organize, attributes, characteristic s, label, sort, total, least, most, greater, sum: The total resulting when two or more numbers are added; the answer in an addition problem, difference, data, tally, line plot</p>	<p>➤ 1-2 ➤ 1-17 ➤ 1-21</p>	<p>➤ Saxon Math Lesson 5 ➤ Graphing Grid and markers ➤ Bag of number cards 0-9 ➤ 7 pencils or other objects</p>
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August		<p>GLE 0106.5.1 Use various representations to display and compare data.</p>	<ul style="list-style-type: none"> ✓ 0106.5.2 Represent data in both horizontal and vertical form. ✓ 0106.5.3 Display data using appropriate titles and labels. ✓ 0106.5.4 Count and compare collected data. 	<ul style="list-style-type: none"> ✓ 0006.5.1 Sort objects into sets and describe how the objects were sorted. ✓ 0006.5.2 Sort objects in different ways. ✓ 0006.5.3 Collect and count data. 	<ul style="list-style-type: none"> ➤ Collect, display, organize, attributes, characteristic s, label, sort, total, least, most, greater, sum: The total resulting when two or more numbers are added; the answer in an addition problem., difference, data: Information that is gathered by counting, measuring, asking questions or observing., tally, line plot 	<ul style="list-style-type: none"> ➤ 1-7 ➤ 1-8 ➤ 1-9 	<ul style="list-style-type: none"> ➤ Saxon Math Lesson 5 ➤ Math Meeting Board ➤ Graphing Grid and markers ➤ Bag of number cards 0-9 ➤ 7 pencils or other objects ➤
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August		<p>GLE 0106.4.1 Recognize, describe, and draw geometric figures.</p>	<p>✓ 0106.4.1 Recognize and describe similarities and differences between 2-dimensional figures (geometric attributes and properties).</p>	<p>✓ 0006.4.1 Identify, name, and describe a variety of shapes (i.e., circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.</p> <p>✓ 0006.4.2 Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).</p> <p>✓ 0006.4.3 Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).</p> <p>✓ 0006.4.4 Sort solid figures into groups, name and describe the attributes of the shapes.</p>	<p>➤ Flat, vertex, angle, cube: A 3-dimensional figure with six congruent square faces., figure, equal, longer, longest, shorter, shortest, length: The distance from end to end., width, height, solid, edge, attribute, different</p>	<p>➤ 1-15 ➤ 1-18 ➤ 1-22</p>	<p>➤ Saxon Math Lesson 6 ➤ Construction paper shapes (square, circle, rectangle) ➤ Linking cubes</p>
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September		<p>GLE 0106.2.1 Understand and use number notation and place value to 100.</p>	<p>✓ 0106.2.6 Recognize the place value of numbers (tens, ones)</p>	<p>✓ 0006.2.10 Recognize 6 through 10 as “five and some ones.”</p> <p>✓ 0006.2.17 Understand that numbers can be represented by different groupings.</p>	<p>➤ Less, more, before, after, ordinal number, digit: One of the number symbols 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9., numeral: A symbol or name that represents a number or quantity., set, between: A positional word indicating an intermediate point between two places., place value: The value of a digit according to its position in a number.</p>	<p>➤ Saxon Math Lesson 11</p> <p>➤ Math meeting board, number of the day, and days in school.</p> <p>➤ Student of the day stickers</p> <p>➤ Name cards</p> <p>➤ Tag board and brass fastener</p> <p>➤ Linking cubes</p> <p>➤ Saxon Assessment after Lesson 10</p>
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September		<p>GLE 0106.3.2 Understand that addition and subtraction are inverse operations.</p>	<p>✓ 0106.3.4 Demonstrate understanding of the basic equation $a+b=c$ by using objects to illustrate the number sentences (fact families)</p>	<p>✓ None</p>	<p>➤ Less, more, sum: The total resulting when two or more numbers are added; the answer in an addition problem., difference, join, combine, separate, divide, left, over, remainder, altogether, fair shares, equal shares</p>	<p>➤ 1-6 ➤ 1-11 ➤ 1-29</p>	<p>➤ Saxon Math Lesson 12 ➤ Math Meeting Board</p>
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September		<p>GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.</p>	<p>✓ 0106.2.10 Use models (such as discrete objects, connecting cubes, and number lines) to represent “part-whole,” “adding to,” “taking away from,” and “comparing to” situations to develop understanding of the meaning of addition and subtraction.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects)</p> <p>✓ 0006.2.12 Model simple joining and separating situations with objects.</p> <p>✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10.</p> <p>✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Less, more, sum, difference, join, combine, separate, divide, left, over, remainder, altogether, fair shares, equal shares</p>	<p>➤ 1-10 ➤ 1-12 ➤ 1-28</p>	<p>➤ Saxon Math Lesson 12 – addition ➤ Math Meeting Board</p>
September		<p>GLE 0106.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p>	<p>✓ None</p>		<p>➤ Less, more, sum, difference, join, combine, separate, divide, left, over, remainder, altogether, fair shares, equal shares</p>		<p>➤ Saxon Math Lesson 12 – Acting out some, some more stories ➤ Math Meeting Board</p>

September	<p>GLE 0106.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	<p>✓ 0106.1.7 Apply spatial sense to recreate a figure from memory.</p>	<p>✓ 0006.4.5 Use basic shapes and spatial reasoning to model objects and construct more complex shapes.</p>	<p>➤ Inside, outside, image, connect, design, leftover, remainder, combine, group, set, tens, ones</p>	<p>➤ 1-13 ➤ 1-25 ➤ 1-27</p>	<p>➤ Saxon Math Lesson 14 ➤ Geoboards ➤ Pattern blocks</p>
September	<p>GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.</p>	<p>✓ 0106.2.8 Relate “counting on” and “counting back” to addition and subtraction and understand them as inverse operations.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects). ✓ 0006.2.12 Model simple joining and separating situations with objects. ✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10. ✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20. ✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Units, ones, tens, digit, numeral: A symbol or name that represents a number or quantity., equivalent, same, equal, largest, larger, smallest, smaller, least, most</p>		<p>➤ Saxon Math Lesson 17 ➤ Bags of number cards 0-9 ➤ Linking cubes ➤ Saxon Assessment after Lesson 15</p>

September		<p>GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.</p>	<p>✓ 0106.2.11 Recognize the “part-whole” relationship in representations of basic fractions such as $\frac{1}{2}$ and $\frac{1}{4}$.</p>	<p>✓ None</p>	<p>➤ Fair shares, equal shares</p>	<p>➤ Saxon Math Lesson 18 – halves ➤ Envelopes ➤ Apples ➤ Cutting board and knife ➤ Paper towels or napkins</p>
September		<p>GLE 0106.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p>	<p>✓ 0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects). ✓ 0006.2.12 Model simple joining and separating situations with objects. ✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10. ✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20. ✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Sum: The total resulting when two or more numbers are added; the answer in an addition problem., join, unite, altogether, set, addition: Combining two or more numbers to find a total., symbols: A picture or image used to represent something.</p>	<p>➤ Saxon Math Lesson 21 – addition ➤ Math Meeting Boards ➤ Linking cubes ➤ Crayons ➤ Saxon Assessment after Lesson 20</p>

September		<p>GLE 0106.3.2 Understand that addition and subtraction are inverse operations.</p>	<p>✓ 0106.3.5 Use various strategies to find unknowns in problems involving addition and subtraction</p>	<p>✓ None</p>	<p>➤ Sum: The total resulting when two or more numbers are added; the answer in an addition problem., join, unite, altogether, set</p>		<p>➤ Saxon Math Lesson 21 ➤ Math Meeting Boards ➤ Linking cubes ➤ Crayons</p>
September		<p>GLE 0106.3.2 Understand that addition and subtraction are inverse operations.</p>	<p>✓ 0106.3.3 Use objects to illustrate the commutative property with basic facts and show that subtraction is not commutative</p>	<p>✓ None</p>	<p>➤ Sum: The total resulting when two or more numbers are added; the answer in an addition problem., join, unite, altogether, set</p>		<p>➤ Saxon Math Lesson 21 ➤ Math Meeting Boards ➤ Linking cubes ➤ Crayons</p>

September		<p>GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.</p>	<p>✓ 0160.2.7 Develop fluency with addition and subtraction facts of sums through ten.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).</p> <p>✓ 0006.2.12 Model simple joining and separating situations with objects.</p> <p>✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10.</p> <p>✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Add, sum, total, correct, equal, zero, doubles, number sentence: A numerical statement using mathematical symbols; an arrangement of numbers and symbols to show an addition or subtraction fact., true, false, math facts: The basic addition and subtraction sentences with sums up to 20.</p>	<p>➤ Saxon Math Lesson 23 - addition</p> <p>➤ Math fact cards</p> <p>➤ Daily class sheets</p> <p>➤ Linking cubes</p> <p>➤ Chart with doubles rap</p>
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September		<p>GLE 0106.4.3 Use non-standard units in linear measurement.</p>	<p>✓ 0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc.</p>	<p>✓ 0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more.</p>	<p>➤ Pan balance, balance, scale, heavy, light, equal, balance, compare, most, least, estimate, predict, measure</p>	<p>➤ 1-19 ➤ 1-26 ➤ 1-30</p>	<p>➤ Saxon Math Lesson 29 – weight ➤ Teacher fact cards ➤ Balance ➤ 6 identical containers ➤ Materials of differing weights ➤ Saxon Assessment after Lesson 25</p>
October		<p>GLE 0106.3.1 Identify, describe, and extend simple number patterns to develop strategies for adding and subtracting whole numbers.</p>	<p>✓ 0106.3.2 Determine a reasonable next term in a given sequence and describe the rule.</p>	<p>✓ 0006.3.2 Name, copy, and extend patterns.</p>	<p>➤ Alike, different, compare, sides, vertices, points, corners, same, sort, shared, property, attribute, compare</p>		<p>➤ Saxon Math Lesson 31 ➤ Math meeting board “Today’s Pattern” ➤ Math Meeting Board coin cup/coins strip ➤ Teacher Fact Cards ➤ Pattern Blocks ➤ Saxon Assessment after Lesson 30</p>

October		<p>GLE 0106.2.2 Compare and order whole numbers to 100.</p>	<p>✓ 0106.2.17 Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).</p>	<p>✓ 0006.2.1 Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.</p> <p>✓ 0006.2.3 Count backward from 10 to 1.</p> <p>✓ 0006.2.4 Count to 20 by twos.</p>	<p>➤ Addition: Combining two or more numbers to find a total., sum: The total resulting when two or more numbers are added; the answer in an addition problem., total, correct, equal, zero, doubles, number sentence: A numerical statement using mathematical symbols; an arrangement of numbers and symbols to show an addition or subtraction fact. , true, false, rule: A description or formula which results in the continuation of a picture or number pattern.</p>		<p>➤ Saxon Math Lesson 32</p> <p>➤ Math meeting board</p> <p>➤ Teacher Fact Cards</p> <p>➤ Student Fact Cards</p> <p>➤ Small zip lock bags</p> <p>➤ Linking cubes</p>
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October		<p>GLE 0106.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.</p>	<p>✓ 0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects).</p> <p>✓ 0006.2.12 Model simple joining and separating situations with objects.</p> <p>✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10.</p> <p>✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Difference, subtraction : Taking one number away from another., separate, divide, left over, remainder, fewer, more, altogether, set</p>	<p>➤ Saxon Math Lesson 33 - subtraction</p> <p>➤ Teacher Fact Cards</p> <p>➤ 7 pencils, 3 pieces of paper, 6 books, and 2 rulers</p>
October		<p>GLE 0106.2.2 Compare and order whole numbers to 100.</p>	<p>✓ 0106.2.3 Count forward and backward by ones beginning with any number less than 100.</p>	<p>✓ 0006.2.1 Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group.</p> <p>✓ 0006.2.3 Count backward from 10 to 1.</p> <p>✓ 0006.2.4 Count to 20 by twos.</p>	<p>➤ Strategy, grouping: Arranging objects or numbers in clusters so that they are easier to count, add, or subtract. Grouping by twos, fives, or tens is often useful., set, skip counting, pair, set</p>	<p>➤ Saxon Math Lesson 34</p> <p>➤ Teacher Fact Cards</p> <p>➤ Math folders</p> <p>➤ Cups of 20 pennies</p>

October		<p>GLE 0106.4.3 Use non-standard units in linear measurement.</p>	<p>✓ 0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc.</p>	<p>✓ 0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more.</p>	<p>➤ Before, after, later, earlier, week, yesterday, today, tomorrow, next day, a.m., p.m., property, attribute, measure: To find a number that shows the size or amount of something., weigh, balance, scale, equal, half, compare, most, least, inch: A basic unit of length in the US measurement system., standard unit, non-standard/non-standard unit: Standard units are widely accepted units of measurement such as the US system or Metric system. Non-standard units are measurements made using common objects such as paper clips, hand span, etc.</p>	<p>➤ Saxon Math Lesson 35 - length ➤ Math folders ➤ Chart paper and marker ➤ Newspaper and magazine pictures ➤ Glue sticks ➤ Saxon Assessment after Lesson 35</p>
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Proposed Instructional Period	Dates Taught	TN Department of Education	Checks for Understanding (First Grade)	Building Blocks for the New Standards (Kindergarten)	Essential Vocabulary (teacher word)	Math Benchmark Assessment Item	Materials/ Resources Most resources can be found in the Dynamic Curriculum
		Content Standard/GLE Student Learning Expectations (SLE)					
		Second Nine Weeks					
October		GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.	✓ 0106.2.12 Use various models to develop strategies for solving arithmetic problems.	✓ 0006.2.16 Model, demonstrate, and solve story problems that illustrate addition and subtraction. ✓ 0006.1.2 Begin to develop the concept of estimation using concrete objects.	➤ Leftover, remainder, extra, combine, collection, group, set, tens, ones		➤ Saxon Math Lesson 41 ➤ Math meeting board ➤ Mystery Bag ➤ Brown paper bags ➤ Teacher Fact Cards ➤ 9 pennies ➤ Student Fact Cards ➤ Saxon Assessment after lesson 40

October	<p>GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>✓ None</p>		<p>➤ Leftover, remainder, extra, combine, collection, group, set, tens, ones</p>	<p>➤ Saxon Math Lesson 41 – problem solving ➤ Math meeting board ➤ Mystery Bag ➤ Brown paper bags ➤ Teacher Fact Cards ➤ 9 pennies ➤ Student Fact Cards</p>
October	<p>GLE 0106.3.3 Extend the strategies for basic facts to include other properties of number and operations</p>	<p>✓ 0106.3.9 Recognize that zero is the identity element for addition.</p>	<p>✓ None</p>	<p>➤ Leftover, remainder, extra, combine, collection, group, set, tens, ones</p>	<p>➤ Saxon Math Lesson 41 – Adding 0 ➤ Math meeting board ➤ Mystery Bag ➤ Brown paper bags ➤ Teacher Fact Cards ➤ 9 pennies ➤ Student Fact Cards</p>
October	<p>GLE 0106.2.2 Compare and order whole numbers to 100.</p>	<p>✓ 0106.2.4 Skip count by twos, fives and tens.</p>	<p>✓ 0006.2.1 Count objects to 25 using one-to-one correspondence and identify the quantity in the counted group. ✓ 0006.2.3 Count backward from 10 to 1. ✓ 0006.2.4 Count to 20 by twos.</p>	<p>➤ Skip counting, pair, group, set</p>	<p>➤ Saxon Math Lesson 43 ➤ Reviewed daily during Math meeting board ➤ Wrap up 3 ➤ Math folders ➤ Linking cubes ➤ Marker ➤ Counting Strip (10's)</p>

October		<p>GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.</p>	<p>✓ 0160.2.7 Develop fluency with addition and subtraction facts of sums through ten.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using a number chart, number line and/or concrete objects)</p> <p>✓ 0006.2.12 Model simple joining and separating situations with objects.</p> <p>✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10.</p> <p>✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Subtract, difference, number sentence, correct, equal, separate, divide, left over, remainder, fewer, more, compose/d decomposing: Put together/take apart.</p>		<p>➤ Saxon Math Lesson 44 - subtraction</p> <p>➤ Teacher Fact Cards</p> <p>➤ Bag of number cards 0-20</p> <p>➤ Linking cubes</p> <p>➤ Student Fact Cards</p>
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October		<p>GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.</p>	<p>✓ 0106.2.14 Use composition and decomposition of numbers to identify and discuss patterns.</p>	<p>✓ 0006.2.10 Recognize 6 through 10 as “five and some ones.”</p> <p>✓ 0006.2.17 Understand that numbers can be represented by different groupings.</p>	<p>➤ Subtract, difference, number sentence, correct, equal, separate, divide, left over, remainder, fewer, more, composing/ decomposing: Put together/take apart.</p>	<p>➤ Saxon Math Lesson 44</p> <p>➤ Teacher Fact Cards</p> <p>➤ Bag of number cards 0-20</p> <p>➤ Linking cubes</p> <p>➤ Student Fact Cards</p>
October		<p>GLE 0106.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.</p>	<p>✓ 0106.1.4 Count the value of a set of coins up to fifty cents.</p>	<p>✓ 0006.1.6 Name and identify coins and their values.</p>	<p>➤ Skip counting, pair, dime, group, set, estimate, predict</p>	<p>➤ Saxon Math Lesson 46</p> <p>➤ 2 self stick tags</p> <p>➤ Student Fact Cards</p> <p>➤ Bag of 80 pennies</p> <p>➤ Cups of 10 dimes</p> <p>➤ Construction paper work mats</p> <p>➤ Bag of 8 dimes</p> <p>➤ Saxon Assessment after Lesson 45</p>

November		<p>GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p>	<p>✓ 0106.1.2 Read and write time to the hour, half-hour, and quarter-hour.</p>	<p>✓ 0006.1.3 Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).</p> <p>✓ 0006.1.5 Recognize a calendar as a way of measuring time.</p> <p>✓ 0006.1.4 Tell time to the hour.</p>	<p>➤ Hour hand, minute: A period of 60 seconds; there are 60 minutes in one hour., hand, analog clock, digital clock, hour, half hour: Describes the two equal parts of the hour created when starting at zero minutes and counting thirty minute increments, such as 2:00 and 2:30., half past, o'clock, 30 minutes after, 30 minutes before, 30 minutes until, quarter hour: Describes the four equal parts of the hour created when starting at zero minutes and counting fifteen minute increments, such as 2:00, 2:15, 2:30, and 2:45.</p>		<p>➤ Saxon Math Lesson48 – hour</p> <p>➤ Student Fact Cards</p> <p>➤ Judy Clock</p> <p>➤ Student Judy clocks</p> <p>➤ Small bell</p>
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November		<p>GLE 0106.4.3 Use non-standard units in linear measurement.</p>	<p>✓ 0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest; etc.</p>	<p>✓ 0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more.</p>	<p>➤ Property, attribute, measure, heavy, light, half, compare, most, least, capacity, full, empty, level</p>	<p>➤ Saxon Math Lesson 50 – capacity</p> <ul style="list-style-type: none"> ➤ Math folders ➤ 5 containers of differing volumes ➤ 1-cup liquid measuring cup ➤ Containers of water ➤ Food Coloring Basin, newspaper, and funnel ➤ Linking cubes ➤ Saxon Assessment after Lesson 50
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November		<p>GLE 0106.3.3 Extend the strategies for basic facts to include other properties of number and operations</p>	<p>✓ 0106.3.8 Determine whether a number is odd or even by pairing objects.</p>	<p>✓ None</p>	<p>➤ Skip counting, strategy, group, set, even/odd: A number that is evenly divisible by 2; any number that can be shared equally among two groups; an odd number of items cannot be shared equally among two groups.</p>		<p>➤ Saxon Math Lesson 51 ➤ Student Fact Cards ➤ Pennies (10 per student) ➤ Work Mats ➤ Counting strip (even numbers)</p>
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November		<p>GLE 0106.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p>	<p>✓ 0106.1.10 Match the spoken, written, concrete, and pictorial representations of whole numbers, one-half, and one-fourth.</p>	<p>✓ None</p>	<p>➤ Property, attribute, measure, equal, compare, most, least, fraction(parts/whole): A number that names parts of a whole or a group.</p>		<ul style="list-style-type: none"> ➤ Saxon Math Lesson 55 ➤ Chart paper and marker ➤ Math folder ➤ Nuts ➤ 1-cup measuring cup and tablespoon ➤ Blender or food processor ➤ Vegetable oil ➤ Crackers ➤ Celery ➤ Cutting board and knife ➤ Napkins
November		<p>GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.</p>	<p>✓ 0106.2.11 Recognize the “part-whole” relationship in representations of basic fractions such as $\frac{1}{2}$ and $\frac{1}{4}$.</p>	<p>✓ None</p>	<p>➤ Property, attribute, measure, equal, compare, most, least, fraction (parts/whole): A number that names parts of a whole or a group.</p>		<ul style="list-style-type: none"> ➤ Saxon Math Lesson 55 - fourths ➤ Chart paper and marker ➤ Math folder ➤ Nuts ➤ 1-cup measuring cup and tablespoon ➤ Blender or food processor ➤ Vegetable oil ➤ Crackers ➤ Celery ➤ Cutting board and knife ➤ Napkins ➤ Saxon Assessment after Lesson 55

December		<p>GLE 0106.4.3 Use non-standard units in linear measurement.</p>	<p>✓ 0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.</p>	<p>✓ None</p>	<p>➤ Long, wide, tall, short, compare order, height, length: The distance from end to end., width, estimate/guess (measurement): An answer that is close to an exact answer., measure: To find a number that shows the size or amount of something., predict</p>		<p>➤ Saxon Math Lesson 62 ➤ Student Fact Cards ➤ 5 pencils of differing lengths ➤ Linking cubes ➤ 4 objects of differing lengths ➤ Saxon Assessment after Lesson 60</p>
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December		<p>GLE 0106.4.3 Use non-standard units in linear measurement.</p>	<p>✓ 0106.4.6 Recognize the essential role of units in measurement, and understand the difference between standard and non-standard units.</p>	<p>✓ None</p>	<p>➤ Long, wide, tall, short, compare order, height, length: The distance from end to end., width, estimate/guess (measurement): An answer that is close to an exact answer., measure: To find a number that shows the size or amount of something., predict</p>		<p>➤ Saxon Math Lesson 62 ➤ Student Fact Cards ➤ 5 pencils of differing lengths ➤ Linking cubes ➤ 4 objects of differing lengths</p>
December		<p>GLE 0106.2.2 Compare and order whole numbers to 100.</p>	<p>✓ 0106.2.2 Write numbers up to 10 in words.</p>	<p>✓ 0006.2.2 Match quantities to 25 with numerals and written words. ✓ 0006.2.5 Create a set with a given number of objects. ✓ 0006.2.6 Quickly recognize the number of objects in a small set. ✓ 0006.2.7 Recognize zero (0) as a set with “no objects”.</p>	<p>➤ Less, more, before, after, count on/count back: A strategy used in solving an addition or subtraction problem., match</p>		<p>➤ Saxon Math Lesson 63 ➤ Wrap up 5 ➤ Chart paper and marker ➤ Scrap paper</p>

Proposed Instructional Period	Dates Taught	TN Department of Education	Checks for Understanding (First Grade)	Building Blocks for the New Standards (Kindergarten)	Essential Vocabulary (teacher word)	Math Benchmark Assessment Item	Materials/ Resources Most resources can be found in the Dynamic Curriculum
		Content Standard/GLE Student Learning Expectations (SLE)					
		Third Nine Weeks					
January		GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.	<ul style="list-style-type: none"> ✓ 0106.2.13 Solve problems that require addition and subtraction of numbers through 100. 	<ul style="list-style-type: none"> ✓ 0006.2.16 Model, demonstrate, and solve story problems that illustrate addition and subtraction. ✓ 0006.1.2 Begin to develop the concept of estimation using concrete objects. 	<ul style="list-style-type: none"> ➤ Sum: The total resulting when two or more numbers are added; the answer in an addition problem., join, unite, altogether, set, composing/ decomposing: Put together/ take apart. 		<ul style="list-style-type: none"> ➤ Saxon Math Lesson 73 – adding two-digit numbers without regrouping ➤ Classroom store items w/price tags ➤ Sales receipt from grocery store ➤ Cups of dimes and pennies ➤ Saxon Assessment after Lesson 65 ➤ Saxon Assessment after Lesson 70

January		<p>GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>✓ None</p>		<p>➤ Skip counting, pair, group, set,</p>	<p>➤ Saxon Math Lesson 84 – Estimates and counts collections ➤ Student Fact Cards ➤ Bags of 60-100 objects ➤ Math folders ➤ Saxon Assessment after Lesson 75 ➤ Saxon Assessment after Lesson 80</p>
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February	<p>GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.</p>	<p>✓ 0106.2.13 Solve problems that require addition and subtraction of numbers through 100.</p>	<p>✓ 0006.2.16 Model, demonstrate, and solve story problems that illustrate addition and subtraction.</p> <p>✓ 0006.1.2 Begin to develop the concept of estimation using concrete objects.</p>	<p>➤ Addition: Combining two or more numbers to find a total., sum: The total resulting when two or more numbers are added; the answer in an additional problem., total, correct, equal, zero, doubles, number sentence: A numerical statement using mathematical symbols; an arrangement of numbers and symbols to show an addition or subtraction fact., true, false, composing/de composing: Put together/take apart.</p>		<p>➤ Saxon Math Lesson 86 – adding two-digit numbers with regrouping</p> <p>➤ Teacher Fact Cards</p> <p>➤ Classroom store items w/ price tags</p> <p>➤ Cups of dimes and pennies</p> <p>➤ Work Mats</p> <p>➤ Saxon Assessment after Lesson 85</p>
February	<p>GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p>	<p>✓ 0106.1.2 Read and write time to the hour, half-hour, and quarter-hour.</p>		<p>➤ Hour hand, minute hand, analog clock, digital clock, half, hour, half, past, o'clock, 30 minutes after, 30 minutes before, 30 minutes until</p>		<p>➤ Saxon Math Lesson 87 – half hour</p> <p>➤ Wrap-ups</p> <p>➤ Judy clock</p> <p>➤ Student Judy clocks</p>

February		<p>GLE 0106.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p>	<p>✓ None</p>		<p>➤ Add, subtract, sum, total, difference, correct, equal, zero, doubles, number sentence, true, false, composing, decomposing , commutative law: The order in which two numbers are added is not important. (However, order matters, it is important for subtraction ; so subtraction is not commutative.), solve: To find the answer to a question or puzzle.</p>		<p>➤ Saxon Math Lesson 94 – Identifying a missing addend ➤ Teacher Fact Cards ➤ Copy paper ➤ Cups of 10 pennies ➤ Student Fact Cards ➤ Saxon Assessment after Lesson 90</p>
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Proposed Instructional Period	Dates Taught	TN Department of Education	Checks for Understanding (First Grade)	Building Blocks for the New Standards (Kindergarten)	Essential Vocabulary (teacher word)	Math Benchmark Assessment Item	Materials/ Resources Most resources can be found in the Dynamic Curriculum
		Content Standard/GLE Student Learning Expectations (SLE)					
Fourth Nine Weeks							

March		<p>GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>✓ None</p>		<p>➤ Estimate, measure, predict, compare, most, least, equal</p>	<ul style="list-style-type: none"> ➤ Saxon Math Lesson 110 – estimating with measurement ➤ Math folders ➤ Drop cloth ➤ Large containers of water ➤ Food coloring ➤ Plastic 1-cup liquid measuring cup ➤ Plastic containers (liter, quart, gallon) ➤ Labels for containers ➤ Funnel ➤ Extra plastic containers ➤ Saxon Assessment after Lesson 95 ➤ Saxon Assessment after Lesson 100 ➤ Saxon Assessment after Lesson 105
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March		<p>GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>✓ None</p>		<p>➤ Estimate, measure, predict, compare, most, least, equal</p>		<p>➤ Saxon Math Lesson 110 – estimating with measurement</p> <ul style="list-style-type: none"> ➤ Math folders ➤ Drop cloth ➤ Large containers of water ➤ Food coloring ➤ Plastic 1-cup liquid measuring cup ➤ Plastic containers (liter, quart, gallon) ➤ Labels for containers ➤ Funnel ➤ Extra plastic containers ➤ Saxon Assessment after Lesson 110
March		<p>GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>✓ None</p>		<p>➤ Leftover, remainder, extra, combine, collection, group, set, tens, ones, decomposing</p>		<p>➤ Saxon Math Lesson 111 – Estimates a sum</p> <ul style="list-style-type: none"> ➤ Wrap-ups ➤ Linking cubes (20-2 different colors) ➤ Crayons ➤ Student Fact Cards

March		<p>GLE 0106.4.2 Compose and decompose geometric shapes.</p>	<p>✓ 0106.4.3 Model part-whole relationships and properties of plane and solid figures by combining two or more shapes to make a larger shape or by breaking apart an object into its smaller shapes.</p>	<p>✓ 0006.4.5 Use basic shapes and spatial reasoning to model objects and construct more complex shapes.</p>	<p>➤ Alike, different, compare, sides, vertices, points, corners, same, sort, shared, property, attribute, compare, cube: A 3-dimensional figure with six congruent square faces., sphere, face (in relation to 3-d figure): A flat surface (a side) on a 3-dimensional shape.</p>		<p>➤ Saxon Math Lesson 112 ➤ Student Fact Cards ➤ Small plastic zip lock bags ➤ Large ball ➤ Ice cream cone or traffic cone ➤ 3 large pieces of construction paper ➤ Marker ➤ Scissors ➤ Stapler or tape</p>
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March		<p>GLE 0106.4.1 Recognize, describe, and draw geometric figures.</p>	<p>✓ 0106.4.2 Recognize 2- and 3-dimensional figures from different perspectives and orientations.</p>	<p>✓ 0006.4.1 Identify, name, and describe a variety of shapes (i.e., circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.</p> <p>✓ 0006.4.2 Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).</p> <p>✓ 0006.4.3 Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).</p> <p>✓ 0006.4.4 Sort solid figures into groups, name and describe the attributes of the shapes.</p>	<p>➤ Alike, different, compare, sides, vertices, points, corners, same, sort, shared, property, attribute, compare</p>	<p>➤ Saxon Math Lesson 112 – Cones and Spheres</p> <p>➤ Student Fact Cards</p> <p>➤ Small plastic zip lock bags</p> <p>➤ Large ball</p> <p>➤ Ice cream cone or traffic cone</p> <p>➤ 3 large pieces of construction paper</p> <p>➤ Marker</p> <p>➤ Scissors</p> <p>➤ Stapler or tape</p>
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March		<p>GLE 0106.2.9 Develop strategies for learning basic addition facts and related subtraction facts.</p>	<p>✓ 0106.2.9 Add three single-digit numbers.</p>	<p>✓ 0006.1.1 Model addition and subtraction (e.g., using number chart, number line and/or concrete objects)</p> <p>✓ 0006.2.12 Model simple joining and separating situations with objects.</p> <p>✓ 0006.2.13 Add and subtract single-digit numbers whose total or difference is between 0 and 10.</p> <p>✓ 0006.2.14 Understand add as “put together” or “count on” and solve addition problems with sums less than 20.</p> <p>✓ 0006.2.15 Understand subtraction as “break apart” or “take away” and solve subtraction problems using numbers 1 through 10.</p>	<p>➤ Add, subtract, sum, total, difference, correct, equal, zero, doubles, number sentence, true, false, composing, decomposing</p>	<p>➤ Saxon Math Lesson 114</p> <p>➤ Teacher Fact Cards</p> <p>➤ Cups of 20 pennies</p>
March		<p>GLE 0106.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.</p>	<p>✓ None</p>		<p>➤ Add, subtract, sum, total, difference, correct, equal, zero, doubles, number sentence, true, false, composing, decomposing</p>	<p>➤ Saxon Math Lesson 114 – Adding three single-digit numbers</p> <p>➤ Teacher Fact Cards</p> <p>➤ Cups of 20 pennies</p>

April		<p>GLE 0106.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p>✓ 0106.1.5 Use a thermometer to measure temperature.</p>	<p>✓ 0006.1.7 Use words to describe temperature (e.g., hot, warm, cool, cold).</p> <p>✓ 0006.1.8 Recognize a thermometer as a way of measuring temperature.</p>	<p>➤ Leftover, remainder, extra, combine, collection, group, set, tens, ones, decomposing</p> <p>temperature: How hot or cold an object is.</p>		<p>➤ Saxon Math Lesson 128</p> <p>➤ Teacher Fact Cards</p> <p>➤ Saxon Assessment after Lesson 115</p> <p>➤ Saxon Assessment after Lesson 120</p> <p>➤ Saxon Assessment after 125</p>
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April		<p>GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p>	<p>✓ None</p>		<p>➤ Certain, impossible, never, two-color counter, number cubes, chance, predict, probable, probably, more likely, less likely, definitely</p>		<p>➤ Saxon Math Lesson 130 – certain, likely, impossible ➤ Math folders ➤ Chart paper ➤ Markers ➤ Small brown paper bag ➤ Linking cubes (10 yellow and 10 red) ➤ 2” square construction paper tags (30 yellow and 15 red) ➤ Glue stick ➤ Saxon Assessment after Lesson 130</p>
May		<p>GLE 0106.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.</p>	<p>✓ 0106.1.6 Recognize scales as a way of measuring weight.</p>	<p>✓ 0006.4.7 Make direct and indirect comparisons between objects (such as recognize which is shorter, longer, taller, lighter, heavier, or holds more.</p>	<p>➤ pound</p>		<p>➤ Bring bathroom scales from home. ➤ Saxon Assessment after 135</p>
May		<p>GLE 0106.3.2 Understand that addition and subtraction are inverse operations.</p>	<p>✓ 0106.3.6 Use objects to demonstrate the inverse relationship between addition and subtraction.</p>	<p>✓ None</p>			<p>➤ Teacher Created</p>

May		<p>GLE 0106.3.2 Understand that addition and subtraction are inverse operations.</p>	<p>✓ 0106.3.7 Use the inverse relation between addition and subtraction to check arithmetic problems.</p>	<p>✓ None</p>			<p>➤ Teacher Created</p>
May		<p>GLE 0106.4.1 Recognize, describe, and draw geometric figures.</p>	<p>✓ 0106.4.4 Identify 2-dimensional shapes as faces of 3-dimensional figures.</p>	<p>✓ 0006.4.1 Identify, name, and describe a variety of shapes (i.e., circles, squares, triangles, rectangles, hexagons, trapezoids) shown in various positions.</p> <p>✓ 0006.4.2 Identify, name, and describe three-dimensional shapes (such as sphere, cube, cone, cylinder).</p> <p>✓ 0006.4.3 Sort plane figures into groups, name and describe the attributes of the shapes (such as number of sides and corners (vertices)).</p> <p>✓ 0006.4.4 Sort solid figures into groups, name and describe the attributes of the shapes.</p>			<p>➤ Teacher Created</p>

May		<p>GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.</p>	<p>✓ 0106.1.2 Read and write time to the hour, half-hour, and quarter-hour.</p>	<p>✓ 0006.1.3 Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow).</p> <p>✓ 0006.1.5 Recognize a calendar as a way of measuring time.</p> <p>✓ 0006.1.4 Tell time to the hour.</p>			<p>➤ Teacher Created time to the quarter hour</p>
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