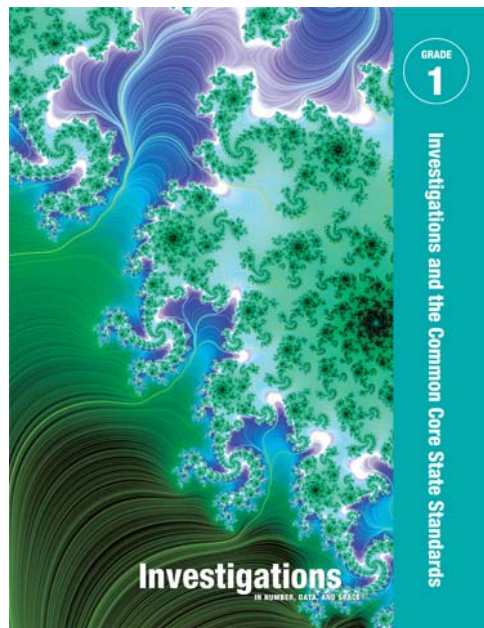


ARKANSAS DEPARTMENT OF EDUCATION  
MATHEMATICS ADOPTION

SCOTT FORESMAN  
**Investigations**  
IN NUMBER, DATA, AND SPACE®  
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**Common Core State Standards Correlation**

**and**

**Common Core State Standards Comparison with  
Arkansas Student Learning Expectations for Mathematics  
Correlation**

**Grade 1**

**ARKANSAS DEPARTMENT OF EDUCATION  
MATHEMATICS ADOPTION**

Two *Investigations in Number, Data and Space* Grade 1 correlations have been provided within this document.

- **Part 1** A Correlation of *Investigations in Number, Data and Space* Grade 1 to the Common Core State Standards for Mathematics (CCSS) **Part 1** pages 1-7
  
- **Part 2** A Correlation of *Investigations in Number, Data and Space* Grade 1 to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics **Part 2** pages 8-34

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *Investigations* for Arkansas elementary students.

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Common Core State Standards for Mathematics Grade 1	Investigations in Number, Data, and Space ©2012 Grade 1
<b>Operations and Algebraic Thinking 1.OA</b>	
<b>Represent and solve problems involving addition and subtraction.</b>	
<p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. [1.OA.1.]</p>	<p><b>U1 Sessions:</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7  <b>U3 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8  <b>U5 Sessions:</b> 1.4, 2.4, 2.5  <b>U5 ICCG:</b> 1.5A  <b>U6 Sessions:</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8  <b>U6 ICCG:</b> 1.8A, 1.8B  <b>U7 Sessions:</b> 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  <b>U8 Sessions:</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4  <b>U8 ICCG:</b> 1.6A, 1.6B, 1.6C  <b>U9 ICCG:</b> 1.3A</p>
<p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. [1.OA.2.]</p>	<p><b>U1 Sessions:</b> 3.7, 4.2  <b>U3 Session:</b> 1.5  <b>U6 Sessions:</b> 1.1, 3.3, 3.4, 3.5, 3.6, 3.7  <b>U6 ICCG:</b> 1.8A, 1.8B  <b>U7 Sessions:</b> 1.4, 2.1, 2.4  <b>U8 Sessions:</b> 2.3, 3.4  <b>U8 ICCG:</b> 1.3A  <b>U9 Sessions:</b> 1.3, 2.1</p>
<b>Understand and apply properties of operations and the relationship between addition and subtraction.</b>	
<p>3. Apply properties of operations as strategies to add and subtract. [1.OA.3.]</p>	<p><b>U1 Sessions:</b> 3.7, 4.2, 4.6  <b>U3 Sessions:</b> 1.5, 1.7, 2.3, 3.2, 3.3, 3.4  <b>U6 Sessions:</b> 1.3, 1.4, 1.6, 1.7, 2.1, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8  <b>U6 ICCG:</b> 2.6A  <b>U8 Sessions:</b> 3.3, 3.4, 3.5</p>

**Grade 1 Curriculum Units****U1** How Many of Each?**U2** Making Shapes and Designing Quilts**U3** Solving Story Problems**U4** What Would You Rather Be?**U5** Fish Lengths and Animal Jumps**U6** Number Games and Crayon Puzzles**U7** Color, Shape, and Number Puzzles**U8** Twos, Fives, and Tens**U9** Blocks and Boxes

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Common Core State Standards for Mathematics Grade 1	Investigations in Number, Data, and Space ©2012 Grade 1
4. Understand subtraction as an unknown-addend problem. [1.OA.4.]	<b>U1 Session:</b> 4.4 <b>U3 Sessions:</b> 1.2, 1.3, 1.4, 1.9, 2.3, 3.3, 3.4, 3.5, 4.8 <b>U6 Sessions:</b> 1.3, 1.4, 1.5, 1.7, 3.6, 3.7, 3.8 <b>U6 ICCG:</b> 1.8A, 1.8B
<b>Add and subtract within 20.</b>	
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). [1.OA.5.]	<b>U1 Sessions:</b> 2.2, 2.5A, 2.5, 2.6, 3.3, 3.4, 3.5, 3.6, 3.7 <b>U3 Sessions:</b> 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.4, 3.5 <b>U6 Sessions:</b> 1.6, 3.2, 3.3, 3.6, 3.7, 3.8 <b>U6 ICCG:</b> 1.8A, 1.8B <b>U7 Sessions:</b> 2.1, 2.6, 2.7 <b>U8 Sessions:</b> 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ). [1.OA.6.]	<b>U1 Sessions:</b> 2.5A, 2.5, 2.6, 3.3, 3.4, 3.5, 3.6, 3.7, 4.2, 4.6, 4.7 <b>U3 Sessions:</b> 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.5, 4.8 <b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 <b>U6 ICCG:</b> 1.8A, 1.8B, 2.6A <b>U7 Sessions:</b> 1.4, 2.1, 2.4, 2.6, 2.7 <b>U8 Sessions:</b> 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5, 3.6 <b>U8 ICCG:</b> 1.3A <b>U9 Sessions:</b> 1.3, 2.1
<b>Work with addition and subtraction equations.</b>	
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. [1.OA.7.]	<b>U1 Sessions:</b> 3.3, 3.4, 3.5, 3.7, 4.2, 4.3, 4.4, 4.5, 4.6 <b>U3 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5 <b>U3 ICCG:</b> 1.10A <b>U6 Sessions:</b> 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 <b>U6 ICCG:</b> 2.6A <b>U7 Session:</b> 1.2 <b>U8 Session:</b> 3.1

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8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. [1.OA.8.]	<b>U1 Session:</b> 4.4 <b>U3 Sessions:</b> 1.2, 1.10A, 3.5 <b>U3 ICCG:</b> 1.10A <b>U6 Sessions:</b> 1.6, 3.7 <b>U6 ICCG:</b> 1.8A, 1.8B, 2.6A <b>U7 Sessions:</b> 1.4, 2.1, 2.2, 2.4 <b>U8 Sessions:</b> 1.3A, 2.3, 3.1, 3.4, 3.5 <b>U9 Sessions:</b> 1.3, 2.1
<b>Number and Operations in Base Ten 1.NBT</b>	
<b>Extend the counting sequence.</b>	
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. [1.NBT.1.]	<b>U1 Sessions:</b> 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 4.1, 4.5 <b>U1 ICCG:</b> 2.5A <b>U2 Sessions:</b> 1.1, 1.2, 1.5, 1.6, 1.7 <b>U3 Sessions:</b> 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 <b>U4 Sessions:</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.5 <b>U5 Sessions:</b> 2.1, 2.2, 2.5 <b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.5, 2.1, 2.4, 3.2, 3.4, 3.5, 3.7 <b>U7 Sessions:</b> 1.1, 1.2, 1.3, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6 <b>U8 Sessions:</b> 1.1, 1.2, 1.3A, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.5, <b>U8 ICCG:</b> 4A.1, 4A.2, 4A.3, 4A.4, 4A.5
<b>Understand place value.</b>	
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [1.NBT.2.]	
a. 10 can be thought of as a bundle of ten ones — called a “ten.” [1.NBT.2.a.]	<b>U6 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 <b>U8 Sessions:</b> 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 <b>U8 ICCG:</b> 4A.1, 4A.2, 4A.3, 4A.4, 4A.5
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [1.NBT.b.]	<b>U8 Sessions:</b> 3.3, 3.4, 3.5
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). [1.NBT.c.]	<b>U8 Sessions:</b> 3.2, 3.4, 3.5 <b>U8 ICCG:</b> 4A.1, 4A.2, 4A.3, 4A.4, 4A.5

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3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ . [1.NBT.3.]	<b>U1 Sessions:</b> 2.4, 2.5, 2.6, 2.7, 3.1 <b>U3 Session:</b> 4.7 <b>U4 Session:</b> 1.3 <b>U5 Session:</b> 2.4 <b>U6 Sessions:</b> 1.2, 3.8 <b>U7 Session:</b> 1.3 <b>U8 Sessions:</b> <b>U8 ICCG:</b> 4A.1, 4A.5 <b>U9 Sessions:</b> 1.2, 2.8
<b>Use place value understanding and properties of operations to add and subtract.</b>	
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. [1.NBT.4.]	<b>U8 ICCG:</b> 4A.1, 4A.2, 4A.3, 4A.4, 4A.5
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. [1.NBT.5.]	<b>U8 ICCG:</b> 4A.2, 4A.5
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used. [1.NBT.6.]	<b>U8 ICCG:</b> 4A.4, 4A.5

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Common Core State Standards for Mathematics Grade 1	Investigations in Number, Data, and Space ©2012 Grade 1
<b>Measurement and Data 1.MD</b>	
<b>Measure lengths indirectly and by iterating length units.</b>	
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. [1.MD.1.]	<b>U5 Sessions:</b> 1.4, 2.1, 2.3, 2.4, 2.5 <b>U5 ICCG:</b> 1.5A
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> [1.MD.2.]	<b>U5 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5 <b>U5 ICCG:</b> 1.5A
<b>Tell and write time.</b>	
3. Tell and write time in hours and half-hours using analog and digital clocks. [1.MD.3.]	<b>U4 Session:</b> 2.5 <b>U5 Sessions:</b> 1.1, 1.6 <b>U5 ICCG:</b> 1.5A, 3A.1 <b>U6 ICCG:</b> 1.8A, 1.8B, 2.6A <b>U7 Session:</b> 1.8 <b>U8 Session:</b> 3.1 <b>U9 ICCG:</b> 2.3A
<b>Represent and interpret data.</b>	
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. [1.MD.4]	<b>U1 Sessions:</b> 1.3, 4.7 <b>U3 Session:</b> 4.7 <b>U4 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.4 <b>U4 ICCG:</b> 3.4A <b>U5 Sessions:</b> 1.4, 2.4 <b>U6 Sessions:</b> 1.2, 1.4, 1.7, 2.3, 3.1, 3.8 <b>U7 Sessions:</b> 1.3, 1.7, 2.3, 2.7 <b>U8 ICCG:</b> 4A.5 <b>U9 Sessions:</b> 1.2, 2.8

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<b>Geometry 1.G</b>	
<b>Reason with shapes and their attributes.</b>	
<p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. [1.G.1.]</p>	<p><b>U2 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.4  <b>U4 Session:</b> 1.1  <b>U9 Sessions:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.8  <b>U9 ICCG:</b> 2.3A</p>
<p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (<i>Students do not need to learn formal names such as "right rectangular prism."</i>) [1.G.2.]</p>	<p><b>U2 Sessions:</b> 1.4, 1.5, 1.6, 1.7, 3.4  <b>U5 ICCG:</b> 3A.1, 3A.2, 3A.3, 3A.4  <b>U9 Sessions:</b> 1.2, 2.2, 2.8  <b>U9 ICCG:</b> 2.3A</p>
<p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. [1.G.3.]</p>	<p><b>U6 ICCG:</b> 3A.1, 3A.2, 3A.3, 3A.4</p>

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**Part 2**  
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Common Core State Standards for Mathematics Grade 1	Arkansas Student Learning Expectations for Mathematics Grade 1	Investigations in Number, Data, and Space Grade 1
<b>Operations and Algebraic Thinking</b>		
<b>CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</b>	<b>AR.2.NO.2.5 (NO.2.2.5) Whole Number Operations: Demonstrate various meaning of addition and subtraction</b>	<b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 <b>U1 ICCG</b> 2.5A <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8 <b>U5 Sessions</b> 1.4, 2.4, 2.5 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 <b>U7 Sessions</b> 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 <b>U8 Sessions</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4 <b>U8 ICCG</b> 4A.2, 4A.3, 4A.4, 4A.5 <b>U9 Sessions</b> 1.3, 2.1
	<b>AR.K.NO.2.3 (NO.2.K.3) Whole Number Operations: Demonstrate the relationship between addition and subtraction with informal language and models in contextual situations involving whole numbers</b>	<b>U1 Session</b> 4.4 <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.9, 2.3, 3.3, 3.4, 3.5, 4.8 <b>U6 Sessions</b> 1.3, 1.4, 1.5, 1.7, 3.6, 3.7, 3.8 <b>U6 ICCG</b> 1.8A, 1.8B
	<b>AR.1.NO.2.5 (NO.2.1.5) Whole Number Operations: Identify and use relationships between addition and subtraction to solve problems in contextual situations involving whole numbers</b>	<b>U1 Session</b> 4.4 <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.9, 2.3, 3.3, 3.4, 3.5, 4.8 <b>U6 Sessions</b> 1.3, 1.4, 1.5, 1.7, 3.6, 3.7, 3.8 <b>U6 ICCG</b> 1.8A, 1.8B

**Curriculum Units Grade 1**

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|---|--|
| <ul style="list-style-type: none"> <li><b>U1</b> How Many of Each?</li> <li><b>U2</b> Making Shapes and Designing Quilts</li> <li><b>U3</b> Solving Story Problems</li> <li><b>U4</b> What Would You Rather Be?</li> <li><b>U5</b> Fish Lengths and Animal Jumps</li> </ul> | <ul style="list-style-type: none"> <li><b>U6</b> Number Games and Crayon Puzzles</li> <li><b>U7</b> Color, Shape, and Number Puzzles</li> <li><b>U8</b> Twos, Fives, and Tens</li> <li><b>U9</b> Blocks and Boxes</li> <li><b>ICCG</b> Investigations and the Common Core State Standards Guide</li> </ul> |
|---|--|

Part 2  
**A Correlation of Investigations in Number, Data, and Space ©2012  
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with Arkansas Student Learning Expectations for Mathematics**

Common Core State Standards for Mathematics Grade 1	Arkansas Student Learning Expectations for Mathematics Grade 1	Investigations in Number, Data, and Space Grade 1
<p>(Continued)  <b>CC.1.OA.1 Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</b></p>	<p><b>AR.2.NO.2.6 (NO.2.2.6) Whole Number Operations: Demonstrate various addition and subtraction relationships (property) to solve problems in contextual situations involving whole numbers</b></p>	<p><b>U1 Session</b> 4.4  <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.9, 2.3, 3.3, 3.4, 3.5, 4.8  <b>U6 Sessions</b> 1.3, 1.4, 1.5, 1.7, 3.6, 3.7, 3.8  <b>U6 ICCG</b> 1.8A, 1.8B</p>
	<p><b>AR.1.A.5.3 (A.5.1.3) Expressions, Equations and Inequalities: Recognize that symbols such as <math>\sim</math>, <math>\Delta</math> and <math>\diamond</math> in an addition or subtraction equation, represent a missing value that will make the statement true</b></p>	<p><b>U6 Sessions</b> 1.5, 1.6  <b>U8 Sessions</b> 1.2, 2.4</p>
	<p><b>AR.2.A.5.3 (A.5.2.3) Expressions, Equations and Inequalities: Recognize that symbols such as <math>\sim</math>, <math>\Delta</math> and <math>\diamond</math> in an addition or subtraction equation, represent a missing value that will make the statement true</b></p>	<p><b>U6 Sessions</b> 1.5, 1.6, 2.6A  <b>U6 ICCG</b> 1.8B  <b>U8 Sessions</b> 1.2, 2.4</p>

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- U7** Color, Shape, and Number Puzzles
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<b>CC.1.OA.1</b> Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>AR.K.NO.3.2 (NO.3.K.2)</b> <b>Computational Fluency-Addition and Subtraction:</b> <b>Develop strategies for basic subtraction facts: -- counting back, -- one less, two less</b>	<b>U1 Sessions</b> 4.4, 4.5, 4.6, 4.7 <b>U1 ICCG</b> 2.5A <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.7, 3.8
	<b>AR.k.NO.2.2 (NO.2.K.2)</b> <b>Whole Number Operations:</b> <b>Use physical and pictorial models to demonstrate various meanings of addition and subtraction</b>	<b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8 <b>U5 Sessions</b> 1.4, 2.4, 2.5 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 <b>U7 Sessions</b> 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 <b>U8 Sessions</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4 <b>U8 ICCG</b> 4A.2, 4A.3, 4A.4, 4A.5 U9 Sessions 1.3, 2.1
	<b>AR.1.NO.2.4 (NO.2.1.4)</b> <b>Whole Number Operations:</b> <b>Use physical, pictorial and symbolic models to demonstrate various meanings of addition and subtraction</b>	<b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8 <b>U5 Sessions</b> 1.4, 2.4, 2.5 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 <b>U7 Sessions</b> 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 <b>U8 Sessions</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4, <b>U8 ICCG</b> 4A.2, 4A.3, 4A.4, 4A.5 U9 Sessions 1.3, 2.1

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<p>(Continued)  <b>CC.1.OA.1</b> Represent and solve problems involving addition and subtraction. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>AR.1.NO.3.3 (NO.3.1.3)</b>  <b>Application of Computation: Solve problems by using a variety of methods and tools (e.g., objects, mental computations, paper and pencil and with and without appropriate technology)</b></p>	<p><b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7  <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8  <b>U5 Sessions</b> 1.4, 2.4, 2.5  <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8  <b>U7 Sessions</b> 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  <b>U8 Sessions</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4, <b>U8</b>  <b>ICCG</b> 4A.2, 4A.3, 4A.4, 4A.5  <b>U9 Sessions</b> 1.3, 2.1</p>
<p><b>CC.1.OA.2</b> Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>AR.K.NO.3.3 (NO.3.K.3)</b>  <b>Application of Computation: Solve problems by using a variety of methods and tools (e.g., objects, and/or illustrations, with and without appropriate technology and mental computations)</b></p>	<p><b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7  <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.8  <b>U5 Sessions</b> 1.4, 2.4, 2.5  <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8  <b>U7 Sessions</b> 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7  <b>U8 Sessions</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.4, <b>U8</b>  <b>ICCG</b> 4A.2, 4A.3, 4A.4, 4A.5  <b>U9 Sessions</b> 1.3, 2.1</p>

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(Continued) <b>CC.1.OA.2</b> Represent and solve problems involving addition and subtraction. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>AR.1.NO.2.5 (NO.2.1.5)</b> <b>Whole Number Operations:</b> Identify and use relationships between addition and subtraction to solve problems in contextual situations involving whole numbers	<b>U1 Session</b> 4.4 <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.9, 2.3, 3.3, 3.4, 3.5, 4.8 <b>U6 Sessions</b> 1.3, 1.4, 1.5, 1.7, 3.6, 3.7, 3.8 <b>U6 ICCG</b> 1.8A, 1.8B
<b>CC.1.OA.3</b> Understand and apply properties of operations and the relationship between addition and subtraction. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$ , the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) (Students need not use formal terms for these properties.)	<b>AR.1.NO.2.2 (NO.2.1.2)</b> <b>Number Theory: Develop</b> an understanding of the commutative (turn around facts) and identity (add 0) properties of addition using objects	<b>U3 Sessions</b> 1.5, 1.7, 3.4 <b>U6 Sessions</b> 1.2, 1.6, 1.7, 2.1 <b>U8 Session</b> 3.1
	<b>AR.2.NO.2.2 (NO.2.2.2)</b> <b>Number Theory: Model and use</b> the commutative property for addition	<b>U3 Sessions</b> 1.5, 1.7, 3.4 <b>U6 Sessions</b> 1.2, 1.6, 1.7, 2.1 <b>U8 Session</b> 3.1
	<b>AR.2.NO.2.3 (NO.2.2.3)</b> <b>Number Theory: Develop</b> an understanding of the associative property of addition using objects	<b>U8 Sessions</b> 3.3, 3.5

**Curriculum Units Grade 1**

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|---|--|
| <ul style="list-style-type: none"> <li><b>U1</b> How Many of Each?</li> <li><b>U2</b> Making Shapes and Designing Quilts</li> <li><b>U3</b> Solving Story Problems</li> <li><b>U4</b> What Would You Rather Be?</li> <li><b>U5</b> Fish Lengths and Animal Jumps</li> </ul> | <ul style="list-style-type: none"> <li><b>U6</b> Number Games and Crayon Puzzles</li> <li><b>U7</b> Color, Shape, and Number Puzzles</li> <li><b>U8</b> Twos, Fives, and Tens</li> <li><b>U9</b> Blocks and Boxes</li> <li><b>ICCG</b> Investigations and the Common Core State Standards Guide</li> </ul> |
|---|--|

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<b>CC.1.OA.4 Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</b>	<b>AR.1.NO.3.1 (NO.3.1.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts:</b> -- counting all, -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)	<b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3 4.4, 4.5, 4.6, 4.7 <b>U1 ICCG</b> 2.5A <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.2, 3.3, 3.4 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 3.4, 3.5, 3.6, 3.8
	<b>AR.1.NO.3.2 (NO.3.1.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts:</b> -- relating to addition, -- one less, two less, -- all but one, -- using ten frames of the answers	<b>U1 Sessions</b> 4.4, 4.5, 4.6, 4.7 <b>U1 ICCG</b> 2.5A <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.7, 3.8

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(Continued) <b>CC.1.OA.4 Understand and apply properties of operations and the relationship between addition and subtraction. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</b>	<b>AR.2.NO.3.1 (NO.3.2.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</b>	<b>U1 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3 4.4, 4.5, 4.6, 4.7 <b>U3 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.2, 3.3, 3.4 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 3.4, 3.5, 3.6, 3.8
	<b>AR.K.NO.3.1 (NO.3.K.1) Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more</b>	<b>U1 Sessions</b> 4.4, 4.5, 4.6, 4.7 <b>U1 ICCG</b> 2.5A <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8 <b>U6 Sessions</b> 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.8
	<b>AR.K.NO.3.2 (NO.3.K.2) Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- counting back, -- one less, two less</b>	<b>U1 Sessions</b> 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 <b>U1 ICCG</b> 2.5A <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8 <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.7, 3.8
<b>CC.1.OA.5 Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</b>	<b>AR.2.NO.1.1 (NO.1.2.1) Whole Numbers: Use efficient strategies to count a given set of objects in groups of 2s and 5s to 100 and in groups of 3s to 30</b>	<b>U6 Session</b> 2.3 <b>U7 Session</b> 2.3 <b>U8 Sessions</b> 2.1, 2.2, 2.6
	<b>AR.1.A.4.4 (A.4.1.4) Recognize, describe and develop patterns: Identify, describe and extend skip-counting patterns by 2s</b>	<b>U7 Session</b> 2.3 <b>U8 Sessions</b> 2.1, 2.2, 2.6

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<p><b>CC.1.OA.6</b> Add and subtract within 20. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p><b>AR.1.NO.3.1 (NO.3.1.1)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p><b>U1 Sessions</b> 4.4, 4.5, 4.6, 4.7  <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8  <b>U6 Sessions</b> 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.8</p>
	<p><b>AR.1.NO.3.2 (NO.3.1.2)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic subtraction facts: -- relating to addition, -- one less, two less, -- all but one, -- using ten frames of the answers</p>	<p><b>U1 Sessions</b> 4.1, 4.3, 4.4, 4.5, 4.6, 4.7  <b>U1 ICCG</b> 2.5A  <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8  <b>U6 Sessions</b> 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.7, 3.8</p>
	<p><b>AR.2.NO.3.1 (NO.3.2.1)</b> Computational Fluency-Addition and Subtraction: Develop strategies for basic addition facts: -- counting all -- counting on, -- one more, two more, -- doubles, -- doubles plus one or minus one, -- make ten, -- using ten frames, -- Identity Property (add zero)</p>	<p><b>U1 Sessions</b> 4.4, 4.5, 4.6, 4.7  <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8  <b>U6 Sessions</b> 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.8</p>

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<p>(Continued)  <b>CC.1.OA.6 Add and subtract within 20. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</b></p>	<p><b>AR.2.NO.3.3 (NO.3.2.3) Computational Fluency-Addition and Subtraction: Demonstrate computational fluency (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions</b></p>	<p><b>U1 Sessions</b> 4.1, 4.4, 4.5, 4.6, 4.7  <b>U6 Sessions</b> 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8</p>

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<p>(Continued)  <b>CC.1.OA.6</b> Add and subtract within 20. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<p><b>AR.K.NO.3.1 (NO.3.K.1)</b>  <b>Computational Fluency-Addition and Subtraction:</b>  <b>Develop strategies for basic addition facts: -- counting all, -- counting on, -- one more, two more</b></p>	<p><b>U1 Sessions</b> 4.4, 4.5, 4.6, 4.7  <b>U1 ICCG</b> 2.5A  <b>U3 Sessions</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.8  <b>U6 Sessions</b> 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.8</p>

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- U1** How Many of Each?
- U2** Making Shapes and Designing Quilts
- U3** Solving Story Problems
- U4** What Would You Rather Be?
- U5** Fish Lengths and Animal Jumps

- U6** Number Games and Crayon Puzzles
- U7** Color, Shape, and Number Puzzles
- U8** Twos, Fives, and Tens
- U9** Blocks and Boxes
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<b>CC.1.OA.7</b> Work with addition and subtraction equations. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .	<b>AR.1.A.5.2 (A.5.1.2)</b> Expressions, Equations and Inequalities: Recognize that "=" indicates a relationship in which the quantities on each side of an equation are equal	<b>U1 Sessions</b> 2.7, 3.4, 3.6, 4.2 <b>U3 Session</b> 1.9 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 3.4, 3.5, 3.6 <b>U8 Sessions</b> 3.1, 3.3, 3.4
	<b>AR.2.A.5.2 (A.5.2.2)</b> Expressions, Equations and Inequalities: Express mathematical relationships using equalities and inequalities ( $>$ , $<$ , $=$ , $\neq$ )	<b>U1 Sessions</b> 2.7, 3.4, 3.6, 4.2 <b>U3 Session</b> 1.9 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 3.4, 3.5, 3.6 <b>U8 Sessions</b> 3.1, 3.3, 3.4 <b>U8 ICCG</b> 4A.1
	<b>AR.3.A.5.2 (A.5.3.2)</b> Expressions, Equations and Inequalities: Express mathematical relationships using equalities and inequalities ( $>$ , $<$ , $=$ , $\neq$ )	<b>U1 Sessions</b> 2.7, 3.4, 3.6, 4.2 <b>U3 Session</b> 1.9 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.6, 3.4, 3.5, 3.6 <b>U8 Sessions</b> 3.1, 3.3, 3.4 <b>U8 ICCG</b> 4A.1
<b>CC.1.OA.8</b> Work with addition and subtraction equations. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \quad - 3$ , $6 + 6 = \quad$ .	<b>AR.1.A.5.3 (A.5.1.3)</b> Expressions, Equations and Inequalities: Recognize that symbols such as $\square$ , $\Delta$ and $\diamond$ in an addition or subtraction equation, represent a missing value that will make the statement true	<b>U3 ICCG</b> 1.10A <b>U6 Sessions</b> 1.5, 1.6 <b>U6 ICCG</b> 1.8A, 1.8B, 2.6A <b>U8 Sessions</b> 1.2, 2.4
	<b>AR.2.A.5.3 (A.5.2.3)</b> Expressions, Equations and Inequalities: Recognize that symbols such as $\square$ , $\Delta$ and $\diamond$ in an addition or subtraction equation, represent a missing value that will make the statement true	<b>U3 ICCG</b> 1.10A <b>U6 Sessions</b> 1.5, 1.6 <b>U6 ICCG</b> 1.8A, 1.8B, 2.6A <b>U8 Sessions</b> 1.2, 2.4

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<b>Number and Operations in Base Ten</b>		
<b>CC.1.NBT.1</b> Extend the counting sequence. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	<b>AR.1.A.4.3 (A.4.1.3)</b> Recognize, describe and develop patterns: Use patterns to count forward and backward when given a number less than or equal to 50	<b>U6 Session</b> 2.3 <b>U7 Sessions</b> 2.1, 2.2, 2.3, 2.6 <b>U8 Sessions</b> 2.1, 2.2, 2.6, 2.7
	<b>AR.1.NO.2.1 (NO.2.1.1)</b> Number Theory: Count on (forward) and back (backward) using physical models or a number line starting at any whole number up to fifty	<b>U3 Sessions</b> 4.3, 4.4, 4.5, 4.6, 4.7 <b>U8 ICCG</b> 1.3A
	<b>AR.2.NO.2.1 (NO.2.2.1)</b> Number Theory: Count on (forward) and back (backward) on a number line and a 100's chart starting at any whole number up to 100	<b>U3 Sessions</b> 4.3, 4.4, 4.5, 4.6, 4.7 <b>U8 ICCG</b> 1.3A
	<b>AR.1.NO.1.3 (NO.1.1.3)</b> Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate technology	<b>U1 Sessions</b> 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 4.1, 4.5 <b>U2 Sessions</b> 1.1, 1.2, 1.5, 1.6, 1.7 <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 <b>U5 Sessions</b> 2.1, 2.2, 2.5 <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.5, 3.3 <b>U8 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6 <b>U8 ICCG</b> 1.3A

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|---|--|
| <ul style="list-style-type: none"> <li><b>U1</b> How Many of Each?</li> <li><b>U2</b> Making Shapes and Designing Quilts</li> <li><b>U3</b> Solving Story Problems</li> <li><b>U4</b> What Would You Rather Be?</li> <li><b>U5</b> Fish Lengths and Animal Jumps</li> </ul> | <ul style="list-style-type: none"> <li><b>U6</b> Number Games and Crayon Puzzles</li> <li><b>U7</b> Color, Shape, and Number Puzzles</li> <li><b>U8</b> Twos, Fives, and Tens</li> <li><b>U9</b> Blocks and Boxes</li> <li><b>ICCG</b> Investigations and the Common Core State Standards Guide</li> </ul> |
|---|--|

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<p>(Continued)  <b>CC.1.NBT.1</b> Extend the counting sequence. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p><b>AR.2.NO.1.3 (NO.1.2.3)</b>  <b>Whole Numbers: Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate technology</b></p>	<p><b>U1 Sessions</b> 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7, 4.1, 4.5  <b>U2 Sessions</b> 1.1, 1.2, 1.5, 1.6, 1.7  <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  <b>U5 Sessions</b> 2.1, 2.2, 2.5  <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.5, 3.3  <b>U8 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6  <b>U8 ICCG</b> 1.3A</p>
<p><b>CC.1.NBT.2</b> Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones — called a “ten.” -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	<p><b>AR.K.NO.1.4 (NO.1.K.4)</b>  <b>Whole Numbers: Represent numbers to 10 in various forms</b></p>	<p><b>U2 Sessions</b> 1.1, 1.2, 1.5, 1.6, 1.7  <b>U3 Sessions</b> 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8  <b>U5 Sessions</b> 2.1, 2.2, 2.5  <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.5, 3.3  <b>U8 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6</p>

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<p><b>(Continued)</b>  <b>CC.1.NBT.2 Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: -- a. 10 can be thought of as a bundle of ten ones – called a “ten.” -- b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. -- c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</b></p>	<p><b>AR.1.NO.1.4 (NO.1.1.4) Whole Numbers: Represent numbers to 20 in various forms</b></p>	<p><b>U1 Sessions</b> 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.6, 3.7 4.1, 4.5  <b>U2 Sessions</b> 1.1, 1.2, 1.5, 1.6, 1.7  <b>U5 Sessions</b> 2.1, 2.2, 2.5  <b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.5, 3.3  <b>U8 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6</p>
	<p><b>AR.1.NO.1.5 (NO.1.1.5) Whole Numbers: Use multiple models to develop understandings of place value including tens and ones</b></p>	<p><b>U6 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7  <b>U8 Sessions</b> 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
<p><b>CC.1.NBT.3 Understand place value. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</b></p>	<p><b>AR.2.NO.1.7 (NO.1.2.7) Whole Numbers: Compare 2 numbers, less than 100 using numerals and <math>=</math>, <math>&lt;</math>, <math>&gt;</math> with and without appropriate technology</b></p>	<p><b>U1 Sessions</b> 2.7, 3.1  <b>U8 ICCG</b> 4A.1</p>
	<p><b>AR.1.NO.1.10 (NO.1.1.10) Whole Numbers: Compare 2 numbers, less than 100 using mathematical language of greater than, equal to (same amount as), less than</b></p>	<p><b>U1 Sessions</b> 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5  <b>U5 Session</b> 2.4  <b>U6 Session</b> 1.2  <b>U8 ICCG</b> 4A.1</p>
	<p><b>AR.1.NO.1.11 (NO.1.1.11) Rational Numbers: Communicate the relative position of any number less than 20 (18 is less than 20 and greater than 12)</b></p>	<p><b>U1 Sessions</b> 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5  <b>U5 Session</b> 2.4  <b>U6 Session</b> 1.2</p>

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<b>(Continued)</b> <b>CC.1.NBT.3 Understand place value. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</b>	<b>AR.2.NO.1.8 (NO.1.2.8) Rational Numbers: Communicate the relative position of any number less than 100 (27 is greater than 25 and less than 30)</b>	<b>U1 Sessions</b> 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5 <b>U5 Session</b> 2.4 <b>U6 Session</b> 1.2 <b>U8 Sessions</b> 1.2, 1.3
<b>CC.1.NBT.4 Use place value understanding and properties of operations to add and subtract. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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 and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</b>	<b>AR.2.NO.3.2 (NO.3.2.2) Computational Fluency- Addition and Subtraction: Demonstrate multiple strategies for adding or subtracting two-digit whole numbers: -- Compatible Numbers, -- compensatory numbers, -- informal use of commutative and associative properties of addition</b>	<b>U1 Sessions</b> 3.7, 4.2 <b>U6 Session</b> 1.2 <b>U8 Sessions</b> 3.3, 3.5
<b>CC.1.NBT.5 Use place value understanding and properties of operations to add and subtract. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</b>	<b>AR.2.A.4.5 (A.4.2.5) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number less than 100 using multiples of ten</b>	<b>U8 Session</b> 1.3 <b>U8 ICCG</b> 4A.1, 4A.2, 4A.3 <b>U8 Sessions Classroom Routine</b> 2.4, 2.7, 3.2, 3.5

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<b>CC.1.NBT.6 Use place value understanding and properties of operations to add and subtract. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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 and explain the reasoning used.</b>	<b>AR.2.A.4.5 (A.4.2.5) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number less than 100 using multiples of ten</b>	<b>U8 Session</b> 1.3 <b>U8 ICCG</b> 4A.1, 4A.2, 4A.3 <b>U8 Sessions Classroom Routine</b> 2.4, 2.7, 3.2, 3.5
	<b>AR.3.A.4.3 (A.4.3.3) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number up to 1000 using multiples of ten and/or 100</b>	<b>Multiples of ten:</b> <b>U8 Session</b> 1.3 <b>U8 ICCG</b> 4A.1, 4A.2, 4A.3 <b>U8 Sessions Classroom Routine</b> 2.4, 2.7, 3.2, 3.5 <b>Multiples of 100 addressed in Grade 2:</b> <b>U6 ICCG</b> 5A.4
	<b>AR.4.A.4.1 (A.4.4.1) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number using multiples of 10, 100 and/or 1000</b>	<b>Multiples of ten:</b> <b>U8 Session</b> 1.3 <b>U8 ICCG</b> 4A.1, 4A.2, 4A.3 <b>U8 Sessions Classroom Routine</b> 2.4, 2.7, 3.2, 3.5 <b>Multiples of 100 addressed in Grade 2:</b> <b>U6 ICCG</b> 5A.4 <b>An opportunity to address Multiples of 1000 may be found in Grade 3:</b> <b>U8 Sessions</b> 1.1, 1.2

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<b>Measurement and Data</b>		
<b>CC.1.MD.1</b> Measure lengths indirectly and by iterating length units. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<b>AR.1.M.13.8 (M.13.1.8)</b> Applications: Estimate and measure length, capacity/volume and mass with non-standard units	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 <b>Volume addressed In Grade 3:</b> <b>U9 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5
	<b>AR.K.M.13.5 (M.13.K.5)</b> Applications: Estimate and measure length, capacity/volume and mass of familiar objects using non-standard units	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 <b>Volume addressed In Grade 3:</b> <b>U9 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5
	<b>AR.2.M.13.11 (M.13.2.11)</b> Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 <b>Volume addressed In Grade 3:</b> <b>U9 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5

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<b>CC.1.MD.2</b> Measure lengths indirectly and by iterating length units. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	<b>AR.1.M.13.8 (M.13.1.8)</b> <b>Applications: Estimate and measure length, capacity/volume and mass with non-standard units</b>	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 <b>Volume addressed In Grade 3:</b> <b>U9 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5
	<b>AR.K.M.13.5 (M.13.K.5)</b> <b>Applications: Estimate and measure length, capacity/volume and mass of familiar objects using non-standard units</b>	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 <b>Volume addressed In Grade 3:</b> <b>U9 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5
	<b>AR.2.M.13.11 (M.13.2.11)</b> <b>Applications: Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units</b>	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5 <b>Volume addressed In Grade 3:</b> <b>U9 Sessions</b> 3.1, 3.2, 3.3, 3.4, 3.5
	<b>AR.1.M.12.8 (M.12.1.8)</b> <b>Tools and Attributes: Recognize attributes of measurement (length, capacity and mass) and identify appropriate tools used to measure each attribute</b>	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5
	<b>AR.1.M.13.7 (M.13.1.7)</b> <b>Applications: Select the appropriate non-standard measurement tools for length, capacity and mass</b>	<b>Length</b> <b>U5 Sessions</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5

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<p>(Continued)  <b>CC.1.MD.2</b> Measure lengths indirectly and by iterating length units. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p>	<p><b>AR.1.M.13.9 (M.13.1.9)</b>  <b>Perimeter: Surround a figure with objects and tell how many it takes to go around</b></p>	<p><b>Grade 3:</b>  <b>U4 Sessions</b> 1.2, 1.3, 1.4, 1.5</p>
	<p><b>AR.2.M.13.12 (M.13.2.12)</b>  <b>Perimeter: Determine perimeter using physical materials (paper clips, craft sticks or grids) and by using measurement tools (rulers)</b></p>	<p><b>Grade 3:</b>  <b>U4 Sessions</b> 1.2, 1.3, 1.4, 1.5</p>
<p><b>CC.1.MD.3</b> Tell and write time. Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p><b>AR.1.M.13.2 (M.13.1.2)</b>  <b>Clock: Tell time to the half-hour</b></p>	<p><b>U1 Sessions</b> 1.1  <b>U1 Sessions Classroom Routine</b> 1.1, 1.2, 1.3, 1.4, 2.1  <b>U5 ICCG</b> 1.5A, 3A.1</p>
	<p><b>AR.3.M.13.3 (M.13.3.3)</b>  <b>Clock: Express time to the half hour and quarter hour using the terms half- past, quarter after, quarter-until</b></p>	<p><b>U1 Session</b> 1.1  <b>U1 Sessions Classroom Routine</b> 1.1, 1.2, 1.3, 1.4, 2.1  <b>U5 ICCG</b> 1.5A, 3A.1</p>
	<p><b>AR.K.M.12.3 (M.12.K.3)</b>  <b>Time: Clock: Recognize that a clock is used to tell time</b></p>	<p><b>U1 Session</b> 1.1  <b>U5 ICCG</b> 1.5A, 3A.1</p>
	<p><b>AR.K.M.13.2 (M.13.K.2)</b>  <b>Clock: Tell time to the hour the nearest hour using analog and digital clock</b></p>	<p><b>U1 Session</b> 1.1  <b>U1 Sessions Classroom Routine</b> 1.1, 1.2, 1.3, 1.4, 2.1  <b>U5 ICCG</b> 1.5A, 3A.1</p>

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<b>CC.1.MD.4</b> Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<b>AR.K.DAP.14.1 (DAP.14.K.1)</b> Collect, Organize and display data: Explore and discuss data collection by collecting, organizing and displaying physical objects	<b>U1 Session</b> 1.3 <b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3. 3.4 <b>U4 ICCG</b> 3.4A <b>U5 Sessions</b> 1.4, 2.4 <b>U6 Sessions</b> 1.2, 1.4, 1.7, 2.3, 3.1, 3.8
	<b>AR.2.DAP.14.1 (DAP.14.2.1)</b> Collect, Organize and display data: Identify the purpose for data collection and collect, organize, record and display the data using physical materials (pictographs, Venn diagrams and vertical and horizontal bar graphs)	<b>U1 Session</b> 1.3 <b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3. 3.4 <b>U4 ICCG</b> 3.4A <b>U5 Sessions</b> 1.4, 2.4 <b>U6 Sessions</b> 1.2, 1.4, 1.7, 2.3, 3.1, 3.8
	<b>AR.3.DAP.14.1 (DAP.14.3.1)</b> Collect, Organize and display data: Design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or line plots, pictographs, and bar graphs	<b>U4 Session</b> 2.3 <b>U4 ICCG</b> 3.4A
	<b>AR.K.DAP.15.1 (DAP.15.K.1)</b> Data Analysis: Analyze and interpret concrete and pictorial graphs (i.e. bar graphs, pictographs, Venn diagrams, T-chart)	<b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3. 3.4 <b>U4 ICCG</b> 3.4A

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<p><b>(Continued)</b>  <b>CC.1.MD.4 Represent and interpret data. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</b></p>	<p><b>AR.2.DAP.15.1 (DAP.15.2.1) Data Analysis: Analyze and make predictions from data represented in charts and graphs</b></p>	<p><b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3  <b>U4 ICCG</b> 3.4A</p>
	<p><b>AR.1.DAP.14.1 (DAP.14.1.1) Collect, Organize and display data: Identify the purpose for data collection and collect, organize and display physical objects for describing the results</b></p>	<p><b>U1 Session</b> 1.3  <b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4  <b>U4 ICCG</b> 3.4A  <b>U5 Sessions</b> 1.4, 2.4  <b>U6 Sessions</b> 1.2, 1.4, 1.7, 2.3, 3.1, 3.8</p>
	<p><b>AR.1.DAP.15.1 (DAP.15.1.1) Data Analysis: Analyze and interpret concrete and pictorial graphs (i.e. bar graphs, pictographs, Venn diagrams, T-chart)</b></p>	<p><b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4  <b>U4 ICCG</b> 3.4A</p>
	<p><b>AR.1.DAP.15.2 (DAP.15.1.2) Data Analysis: Make a true statement about the data displayed on a graph or chart (i.e. 5 people ride the bus)</b></p>	<p><b>U1 Session</b> 1.3  <b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4  <b>U4 ICCG</b> 3.4A  <b>U5 Sessions</b> 1.4, 2.4  <b>U6 Sessions</b> 1.2, 1.4, 1.7, 2.3, 3.1, 3.8</p>
	<p><b>AR.1.DAP.16.1 (DAP.16.1.1) Inferences and Predictions: Explore making simple predictions for a given set of data</b></p>	<p><b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3  <b>U4 ICCG</b> 3.4A</p>

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<b>Geometry</b>		
<b>CC.1.G.1 Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.</b>	<b>AR.K.G.8.3 (G.8.K.3) Characteristics and Properties-Two Dimensional: Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</b>	<b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5
	<b>AR.1.G.8.3 (G.8.1.3) Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</b>	<b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5
	<b>AR.2.G.8.3 (G.8.2.3) Characteristics and Properties-Two Dimensional: Identify, classify and describe two-dimensional geometric figures (rectangle [including square], triangle and circle) using concrete objects drawings, and computer graphics</b>	<b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5 <b>U4 Session</b> 1.1

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<p><b>CC.1.G.1 Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.</b></p>	<p><b>AR.1.A.4.1 (A.4.1.1) Sort and Classify: Sort and classify objects by one or two attributes in more than one way</b></p>	<p><b>U2 Sessions</b> 2.1, 2.4  <b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 3.4</p>
	<p><b>AR.1.G.8.1 (G.8.1.1) Characteristics and Properties-Three Dimensional: Compare three-dimensional solids (sphere, cube, rectangular prism, cone, and cylinder) by investigating their physical characteristics</b></p>	<p><b>U9 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6  <b>U9 ICCG</b> 2.3A</p>
	<p><b>AR.2.A.4.1 (A.4.2.1) Sort and Classify: Sort, classify, and label objects by three or more attributes in more than one way</b></p>	<p><b>U4 Sessions</b> 1.1, 1.2, 1.3, 1.4, 3.4</p>
<p><b>CC.1.G.2 Reason with shapes and their attributes. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</b></p>	<p><b>AR.1.G.11.1 (G.11.1.1) Spatial Visualization and Models: Replicate a simple two-dimensional figure from a briefly displayed example or from a description</b></p>	<p><b>U2 Sessions</b> 1.3, 1.2, 1.6, 2.2  <b>U2 Sessions Classroom Routine</b> 1.2, 2.1, 2.4, 3.1</p>
	<p><b>AR.2.G.11.1 (G.11.2.1) Spatial Visualization and Models: Replicate a simple geometric design from a briefly displayed example or from a description</b></p>	<p><b>U2Sessions</b> 1.3, 1.2, 1.6, 2.2  <b>U2 Sessions Classroom Routine</b> 1.2, 2.1, 2.4, 3.1</p>

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<p><b>(Continued)</b>  <b>CC.1.G.2 Reason with shapes and their attributes. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)</b></p>	<p><b>AR.4.G.11.1 (G.11.4.1) Spatial Visualization and Models: Construct a three-dimensional model composed of cubes when given an illustration</b></p>	<p><b>An opportunity to address this topic may be found on the following pages:</b>  <b>U9 Sessions</b> 1.1, 1.2, 1.4, 1.5</p>
	<p><b>AR.3.G.11.1 (G.11.3.1) Spatial Visualization and Models: Replicate a three-dimensional model composed of cubes when given a physical model</b></p>	<p><b>U9 Sessions</b> 1.1, 1.2, 1.4, 1.5</p>
	<p><b>AR.3.G.11.2 (G.11.3.2) Spatial Visualization and Models: Determine which new figure will be formed by combining and subdividing models of existing figures</b></p>	<p><b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7  <b>U9 Sessions</b> 1.2, 2.1, 2.2, 2.3, 2.4</p>
	<p><b>AR.1.G.11.2 (G.11.1.2) Spatial Visualization and Models: Recognize that new figures can be created by combining and subdividing models of existing figures</b></p>	<p><b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7  <b>U9 Sessions</b> 1.2, 2.1, 2.2, 2.3, 2.4</p>

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<b>CC.1.G.3 Reason with shapes and their attributes. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</b>	<b>AR.1.NO.1.12 (NO.1.1.12) Rational Numbers: Represent commonly used fractions using words and physical models for halves, thirds and fourths</b>	<b>U5 Sessions</b> 1.1, 1.2 <b>U5 ICCG</b> 3A.1, 3A.2, 3A.3, 3A.4
	<b>AR.2.NO.1.9 (NO.1.2.9) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models</b>	<b>U5 Sessions</b> 1.1, 1.2 <b>U5 ICCG</b> 3A.1, 3A.2, 3A.3, 3A.4
	<b>AR.2.G.11.2 (G.11.2.2) Spatial Visualization and Models: Create new figures by combining and subdividing models of existing figures</b>	<b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 <b>U9 Sessions</b> 1.2, 2.1, 2.2, 2.3, 2.4
	<b>AR.3.G.11.2 (G.11.3.2) Spatial Visualization and Models: Determine which new figure will be formed by combining and subdividing models of existing figures</b>	<b>U2 Sessions</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 <b>U9 Sessions</b> 1.2, 2.1, 2.2, 2.3, 2.4
	<b>AR.K.NO.1.11 (NO.1.K.11) Rational Numbers: Use physical models and drawings to represent commonly used fractions such as halves, thirds and fourths in relation to the whole</b>	<b>U5 Sessions</b> 1.1, 1.2 <b>U5 ICCG</b> 3A.1, 3A.2, 3A.3, 3A.4

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<p><b>(Continued)</b>  <b>CC.1.G.3 Reason with shapes and their attributes. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</b></p>	<p><b>AR.2.NO.1.10 (NO.1.2.10) Rational Numbers: Utilize models to recognize that a fractional part can mean different amounts depending on the original quantity</b></p>	<p><b>An opportunity to address this topic may be found on the following pages:</b>  <b>U5 Sessions</b> 1.1, 1.2  <b>U5 ICCG</b> 3A.1, 3A.2, 3A.3, 3A.4</p>
	<p><b>AR.2.NO.1.10 (NO.1.2.10) Rational Numbers: Utilize models to recognize that a fractional part can mean different amounts depending on the original quantity</b></p>	<p><b>An opportunity to address this topic may be found on the following pages:</b>  <b>U5 Sessions</b> 1.1, 1.2  <b>U5 ICCG</b> 3A.1, 3A.2, 3A.3, 3A.4</p>

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