**A Correlation of**

# enVision Mathematics

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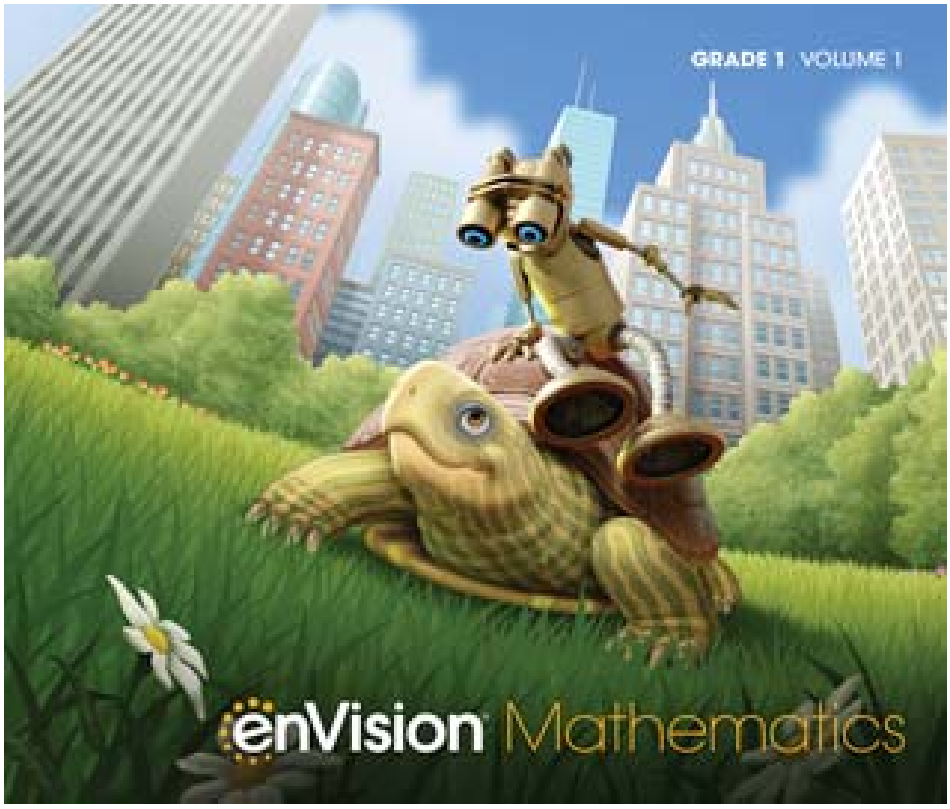


**To the**

# Georgia Standards of Excellence 2015-2016 Mathematics Grade 1

SAVVAS

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**to the Georgia Standards of Excellence 2015-2016 – Mathematics**

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| **Standards for Mathematical Practice** | |
| ***Students are expected to:*** | |
| **1. Make sense of problems and persevere in solving them.**<br>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches. | **enVision** Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com, along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice**.**<br><br>**SE/TE:** 9–12, 29–32, 33–36, 37–40, 61–64, 85–88, 117–120, 133–136, 137–140, 169–172, 185–188, 189–192, 193–196, 233–236, 253–256 |
| **2. Reason abstractly and quantitatively.**<br>Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. | **enVision** Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.<br><br>**SE/TE:** 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 65–68, 77–80, 89–92, 109–112, 121–124, 137–140, 141–144, 161–164 |

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| **3. Construct viable arguments and critique the reasoning of others.**<br>First graders construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They also practice their mathematical communication skills as they participate in mathematical discussions involving questions like "How did you get that?" "Explain your thinking," and "Why is that true?" They not only explain their own thinking, but listen to others' explanations. They decide if the explanations make sense and ask questions. | Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In **enVision** Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student's own processes and those of others.<br><br>**SE/TE:** 13–16, 21–24, 37–40, 61–64, 65–68, 69–72, 73–76, 89–92, 113–116, 117–120, 125–128, 129–132, 141–144, 185–188 |
| **4. Model with mathematics.**<br>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. | Students using **enVision** Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically**.** In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.<br><br>**SE/TE:** 5–8, 17–20, 21–24, 25–28, 33–36, 57–60, 69–72, 73–76, 81–84, 85–88, 89–92, 113–116, 117–120, 125–128, 137–140 |

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| **5. Use appropriate tools strategically.**<br>In first grade, students begin to consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, first graders decide it might be best to use colored chips to model an addition problem. | Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.<br><br>**SE/TE:** 5–8, 17–20, 29–32, 81–84, 113–116, 129–132, 161–164, 165–168, 177–180, 185–188, 213–216, 293–296, 325–328, 365–368, 369–372 |
| **6. Attend to precision.**<br>As young children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning. | Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.<br><br>**SE/TE:** 37–40, 85–88, 189–192, 217–220, 221–224, 237–240, 253–256, 257–260, 261–264, 269–272, 289–292, 305–308, 329–332, 373–376, 377–380 |
| **7. Look for and make use of structure.**<br>First graders begin to discern a pattern or structure. For instance, if students recognize *12 + 3 = 15,* then they also know *3 + 12 = 15. (Commutative property of addition.)* To add *4 + 6 + 4, the first two numbers can be added to make a ten, so 4 + 6 + 4 = 10 + 4 = 14.* | Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.<br><br>**SE/TE:** 9–12, 69–72, 73–76, 77–80, 81–84, 89–92, 129–132, 173–176, 221–224, 225–228, 265–268, 285–288, 293–296, 297–300, 301–304 |

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| **8. Look for and express regularity in repeated reasoning.**<br>In the early grades, students notice repetitive actions in counting and computation, etc. When children have multiple opportunities to add and subtract "ten" and multiples of "ten" they notice the pattern and gain a better understanding of place value. Students continually check their work by asking themselves, "Does this make sense?" | Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave.<br><br>**SE/TE:** 13–16, 25–28, 57–60, 61–64, 133–136, 165–168, 169–172, 173–176, 177–180, 181–184, 229–232, 261–264, 285–288, 297–300, 309–312 |
| **Operations and Algebraic Thinking 1.OA** | |
| **Represent and solve problems involving addition and subtraction.** | |
| **MGSE1.OA.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. | **SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40,Reteaching 43–46, Sets A–H, 55–56, 57–60, 61–64, 81–84, 85–88, Reteaching 98, Set H, 107, 108, 113–116, 117–120, 121–124, 137–140, 141–144, Reteaching 149–150, Sets F, G, 161–164, 189–192, 193–196, Reteaching 202, Sets F, G, 211, 233–236, 261–264, 265–268, 269–272<br><br>**TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, 29A–32B, 33A–36B, 37A–40B, Reteaching 43–46, Sets A–H, 55–56A, 57A–60B, 61A–64B, 81A–84B, 85A–88B, Reteaching 97–98, Set H, 107–107A, 108–108C, 113A–116B, 117A–120B, 121A–124B, 137A–140B, 141A–144B, Reteaching 149–150, Sets F, G, 161A–164B, 189A–192B, 193A–196B, Reteaching 201–202, Sets F, G, 211–211A, 233A–236B, 261A–264B, 265A–268B, 269A–272B |

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| **MGSE1.OA.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. | **SE:** 4, 211, 212, 225–228, 229–232, 252, 261–264, 569–572<br><br>**TE:** 4–4C, 211–211A, 212–212C, 225A–228B, 229A–232B, 251- 252A, 261A–264B, 569A–572B |
| **Understand and apply properties of operations and the relationship between addition and subtraction.** | |
| **MGSE1.OA.3** Apply properties of operations as strategies to add and subtract.<br>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.) | **SE:** 73–76, 89–92, Reteaching 97, Set E, 108, 109–112, 141–144, 169–172, 211, 212, 225–228, 229–232, Reteaching 244, Set C<br><br>**TE:** 73A–76B, 89A–92B, Reteaching 97–98, Set E, 108–108C, 109A–112B, 141A–144B, 169A–172B, 211–211A, 212–212C, 225A–228B, 229A–232B, Reteaching 244, Set C |
| **MGSE1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. | **SE:** 4, 29–32, 33–36, 81–84, Reteaching 98, Set G, 159–160, 173–176, 177–180, 181–184, 185–188, Reteaching 200–201, Sets C–E<br><br>**TE:** 4–4C, 29A–32B, 33A–36B, 81A–84B, Reteaching 97–98, Set G, 108–108C, 159–160A, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching 199–202, Sets C–E |
| **Add and subtract within 20** | |
| **MGSE1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **SE:** 57–60, 61–64, 65–68, 77–80, Reteaching 95–97, Sets A, C, F, 107, 108, 109–112, 113–116, 117–120, 121–124, Reteaching 147, Sets A, 159–160, 161–164, 185–188, Reteaching 199, 201, Sets A, E, 211, 213–216, 217–220, 221–224, 251–252, 253–256, 257–260, 533–536, 537–540<br><br>**TE:** 57A–60B, 61A–64B, 65A–68B, 77A–80B, Reteaching 95–98, Sets A, C, F, 107–107A, 108–108C, 109A–112B, 113A–116B, 117A–120B, 121A–124B, Reteaching 147–148, Sets A, B, 159–160A, 161A–164B, 185A–188B, Reteaching 199–202, Set A, E, 211–211A, 213A–216B, 217A–220B, 221A–224B, 251–252A, 253A–256B, 257A–260B, 533A–536B, 537A–540B |

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| **MGSE1.OA.6** Add and subtract within 20. | **SE:** 55–56, 57–60, 61–64, 65–68, 69–72, 77–80, 81–84, 85–88, 89–92, Reteaching 95–96, Sets B, D, 107, 108, 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, Reteaching 148–149, Sets C–E, 159–160, 165–168, 169–172, 173–176, 177–180, 181–184, 185–188, Reteaching 200–201, Sets B, E, 211, 213–216, 251–252<br><br>**TE:** 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching 95–96, Sets B, D, 107–107A, 108–108C, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, Reteaching 147–150, Sets C–E, 159–160A, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching 199–202, Sets B, E, 211–211A, 213A–216B, 251–252A |
| a. 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). | **SE:** 55–56, 57–60, 61–64, 65–68, 69–72, 77–80, 81–84, 85–88, 89–92, Reteaching 95–96, Sets B, D, 107, 108, 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, Reteaching 148–149, Sets C–E, 159–160, 165–168, 169–172, 173–176, 177–180, 181–184, 185–188, Reteaching 200–201, Sets B, E, 211, 213–216, 251–252<br><br>**TE:** 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching 95–96, Sets B, D, 107–107A, 108–108C, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, Reteaching 147–150, Sets C–E, 159–160A, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching 199–202, Sets B, E, 211–211A, 213A–216B, 251–252A |

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| b. Fluently add and subtract within 10. | **SE:** 55–56, 57–60, 61–64, 65–68, 69–72, 77–80, 81–84, 85–88, 89–92, Reteaching 95–96, Sets B, D, 107, 108, 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, Reteaching 148–149, Sets C–E, 159–160, 165–168, 169–172, 173–176, 177–180, 181–184, 185–188, Reteaching 200–201, Sets B, E, 211, 213–216, 251–252<br><br>**TE:** 55–56A, 57A–60B, 61A–64B, 65A–68B, 69A–72B, 77A–80B, 81A–84B, 85A–88B, 89A–92B, Reteaching 95–96, Sets B, D, 107–107A, 108–108C, 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, Reteaching 147–150, Sets C–E, 159–160A, 165A–168B, 169A–172B, 173A–176B, 177A–180B, 181A–184B, 185A–188B, Reteaching 199–202, Sets B, E, 211–211A, 213A–216B, 251–252A |
| **Work with addition and subtraction equations** | |
| **MGSE1.OA.7** 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. | **SE:** 4, 5–8, 9–12, 13–16, 17–20, 211, 212, 217–220, 221–224, 237–240, Reteaching 243–244, Sets A, D<br><br>**TE:** 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 211–211A, 212–212C, 217A–220B, 221A–224B, 237A–240B, Reteaching 243–244, Sets A, D |
| **MGSE1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = Δ. | **SE:** 211, 212, 213–216, 221–224, 237–240, 243 Reteaching Set B<br><br>**TE:** 211–211A, 212–212C, 213A–216B, 221A–224B, 237A–240B, 243 Reteaching Set B |

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| **Number and Operations in Base Ten 1.NBT** | |
| **Extend the counting sequence.** | |
| **MGSE1.NBT.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. | **SE:** 283, 284, 289–292, 293–296, 297–300, 301–304, 305–308, 309–312, 315–316 Reteaching Sets B–D; 329–332, 333–336, 337–340, 373–376, 521–524, 525–528, 537–540, 565–568, 577–580, 585–588<br><br>**TE:** 283–283A, 284–284C, 289A–292B, 293A–296B, 297A–300B, 301A–304B, 305A–308B, 309A–312B, 315–316 Reteaching Sets B–D; 329A–332B, 333A–336B, 337A–340B, 373A–376B, 521A–524B, 525A–528B, 537A–540B, 565A–568B, 577A–580B, 585A–588B |
| **Understand place value.** | |
| **MGSE1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: | **SE:** 323–324, 333–336, 337–340, 341–344, 345–348, 349–352, 355–356 Reteaching Sets A–C; 364, 409–412, 413–416, 417–420, 457–460, 465–468, 469–472, 521–524, 525–528, 529–532, 533–536, 537–540<br><br>**TE:** 323–324A, 333A–336B, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 355–356 Reteaching Sets A–C; 364–364C, 409A–412B, 413A–416B, 417A–420B, 457A–460B, 465A–468B, 469A–472B, 521A–524B, 525A–528B, 529A–532B, 533A–536B, 537A–540B |
| a. 10 can be thought of as a bundle of ten ones — called a “ten.” | **SE:** 284, 285–288, 305–308, 309–312, 323–324, 325–328, 329–332, 355 Reteaching Set A; 405–408, 421–424, 425–428, 433–436, 573A–576<br><br>**TE:** 284–284C, 285A–288B, 305A–308B, 309A–312B, 323–324A, 325A–328B, 329A–332B, 355 Reteaching Set A; , 405A–408B, 421A–424B, 425A–428B, 433A–436B, 573A–576B |
| b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. | **SE:** 325–328, 355 Reteaching Set A<br><br>**TE:** 325A–328B, 355 Reteaching Set A |

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| 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). | **SE:** 283, 284, 285–288, 297–300, 305–308, 315 Reteaching Set A; 329–332, 401–404, 451, 453–456, 461–464, 573–576<br><br>**TE:** 283–283A, 284–284C, 285A–288B, 297A–300B, 305A–308B, 315 Reteaching Set A; , 329A–332B, 401A–404B, 451–451A, 453A–456B, 461A–464B, 573A–576B |
| **MGSE1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | **SE:** 363, 364, 365–368, 369–372, 373–376, 377–380, 381–384, 385–388, 392 Reteaching Sets C, D<br><br>**TE:** 363–363A, 364–364C, 365A–368B, 369A–372B, 373A–376B, 377A–380B, 381A–384B, 385A–388B, 392 Reteaching Sets C, D |
| **Use place value understanding and properties of operations to add and subtract.** | |
| **MGSE1.NBT.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 ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | **SE:** 399–400, 401–404, 409–412, 413–416, 417–420, 421–424, 425–428, 429–432, 433–436, 439–442 Reteaching Sets A, C–H; 452<br><br>**TE:** 399–400A, 401A–404B, 409A–412B, 413A–416B, 417A–420B, 421A–424B, 425A–428B, 429A–432B, 433A–436B, 439–442 Reteaching Sets A, C–H; 452–452C |
| **MGSE1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | **SE:** 363, 365–368, 369–372, 391 Reteaching Sets A, B; 399–400, 405–408, 429–432, 439 Reteaching Set B; 452, 453–456, 457–460, 461–464, 469–472, 473–476, 477–480, 484 Reteaching Set C<br><br>**TE:** 363–363A, 365A–368B, 369A–372B, 391 Reteaching Sets A, B; 399–400A, 405A–408B, 429A–432B, 439–440 Reteaching Set B; 452–452C, 453A–456B, 457A–460B, 461A–464B, 469A–472B, 473A–476B, 477A–480B, 484 Reteaching Set C |

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| **MGSE1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 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. (e.g.,70 – 30, 30 – 10, 60 – 60) | **SE:** 451, 452, 453–456, 457–460, 461–464, 465–468, 473–476, 477–480, 483–484 Reteaching Sets A, B, D<br><br>**TE:** 451–451A, 452–452C, 453A–456B, 457A–460B, 461A–464B, 465A–468B, 473A–476B, 477A–480B, 483–484 Reteaching Sets A, B, D |
| **MGSE1.NBT.7** Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.) | **SE:** 521-524<br><br>**TE:** 521A-524B |
| **Measurement and Data 1.MD** | |
| **Measure lengths indirectly and by iterating length units** | |
| **MGSE1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. | **SE:** 491–492, 493–496, 497–500, 505–508, Reteaching 511, Sets A, B<br><br>**TE:** 491–492A, 493A–496B, 497A–500B, 505A–508B, Reteaching 511, Sets A, B |
| **MGSE1.MD.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. (Iteration) | **SE:** 491–492, 501–504, 505–508, Reteaching 512, Sets C, D, 557–560, 561–564, 581–584<br><br>**TE:** 491–492A, 501A–504B, 505A–508B, Reteaching 512, Sets C, D, 557A–560B, 561A–564B, 581A–584B |
| **Tell and write time.** | |
| **MGSE1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. | **SE:** 520, 529–532, 533–536, 537–540, 541–544, Reteaching 547–548, Sets B–D<br><br>**TE:** 520–520C, 529A–532B, 533A–536B, 537A–540B, 541A–544B, Reteaching 547–548, Sets B–D |

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| **Represent and interpret data.** | |
| **MGSE1.MD.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. | **SE:** 251–252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching 275–276, Sets A, B, 364, 520<br><br>**TE:** 251–252A, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching 275–276, Sets A, B, 364–364C, 520–520C |
| **Geometry 1.G** | |
| **Reason with shapes and their attributes.** | |
| **MGSE1.G.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. | **SE:** 555–556, 557–560, 561–564, 565–568, 577–580, 581–584, 589–592, Reteaching 595–598, Sets A, B, E, G, H, 608<br><br>**TE:** 555–556A, 557A–560B, 561A–564B, 565A–568B, 577A–580B, 581A–584B, 589A–592B, Reteaching 595–598, Sets A, B, E, G, H, 608–608C |
| **MGSE1.G.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. *This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.* | **SE:** 555–556, 569–572, 573–576, 585–588, 589–592, Reteaching 596–597, Sets C, D, F, H, 608<br><br>**TE:** 555–556A, 569–572B, 573–576B, 585A–588B, 589A–592B, Reteaching 595–598, Sets C, D, F, H, 608–608C |
| **MGSE1.G.3** 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. | **SE:** 607, 608, 609–612, 613–616, 617–620, 621–624, Reteaching 627–628, Sets A–D<br><br>**TE:** 607–607A, 608–608C, 609A–612B, 613A–616B, 617A–620B, 621A–624B, Reteaching 627–628, Sets A–D |