

A Planning Guide of

enVision[®] Mathematics



To the

Michigan Standards for Mathematics Grade 1

**A Planning Guide of enVision Mathematics Common Core ©2020
to the Michigan Standards for Mathematics
Grade 1**

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enVision Mathematics Common Core ©2020 Student Edition, Grade 1 Lesson: Pages	Michigan Standards for Mathematics
Topic 1: Understand Addition and Subtraction	
Lesson 1-1: Add To: 5-8	<p>1.OA.A.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.</p> <p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 1-2: Put Together: 9-12	<p>1.OA.A.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.</p> <p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP7: Look for and make use of structure.</p>

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<p>Lesson 1-3: Both Addends Unknown: 13-16</p>	<p>1.OA.A.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.</p> <p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
<p>Lesson 1-4: Take From: 17-20</p>	<p>1.OA.A.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.</p> <p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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Lesson 1-5: Compare Situations: 21-24	<p>1.OA.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively. Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
Lesson 1-6: More Compare Situations: 25-28	<p>1.OA.A.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.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning. Math Practice MP4: Model with mathematics.</p>
Lesson 1-7: Change Unknown: 29-32	<p>1.OA.A.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.</p> <p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them. Math Practice MP2: Reason abstractly and quantitatively.</p>

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Lesson 1-8: Practice Adding and Subtracting: 33-36	<p>1.OA.A.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.</p> <p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
Lesson 1-9: Problem Solving: Construct Arguments: 37-40	<p>1.OA.A.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.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP6: Attend to precision.</p>
Topic Performance Task: 51	<p>1.OA.A.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.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Topic 2: Fluently Add and Subtract Within 10	
Lesson 2-1: Count On to Add: 57-60	<p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.A.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.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p>

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<p>Lesson 2-2: Doubles: 61-64</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.A.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.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
<p>Lesson 2-3: Near Doubles: 65-68</p>	<p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>

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Lesson 2-4: Facts with 5 on a Ten-Frame: 69-72	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP7: Look for and make use of structure.</p>
Lesson 2-5: Add in Any Order: 73-76	<p>1.OA.B.3: 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.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
Lesson 2-6: Count Back to Subtract: 77-80	<p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP7: Look for and make use of structure.</p>

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<p>Lesson 2-7: Think Addition to Subtract: 81-84</p>	<p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA.A.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.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Lesson 2-8: Solve Word Problems with Facts to 10: 85-88	<p>1.OA.A.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.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
Lesson 2-9: Problem Solving: Look for and Use Structure: 89-92	<p>1.OA.B.3: 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.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP4: Model with mathematics.</p>

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<p>Topic Performance Task: 103-104</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.</p> <p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP4: Model with mathematics.</p>
Topic 3: Addition Facts to 20: Use Strategies	
<p>Lesson 3-1: Count On to Add: 109-112</p>	<p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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<p>Lesson 3-2: Count On to Add Using an Open Number Line: 113-116</p>	<p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.A.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
<p>Lesson 3-3: Doubles: 117-120</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.A.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.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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<p>Lesson 3-4: Doubles Plus: 121-124</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.A.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.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
<p>Lesson 3-5: Make 10 to Add: 125-128</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>

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<p>Lesson 3-6: Continue to Make 10 to Add: 129-132</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP7: Look for and make use of structure.</p>
<p>Lesson 3-7: Explain Addition Strategies: 133-136</p>	<p>1.OA.C.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 sums creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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Lesson 3-8: Solve Addition Word Problems with Facts to 20: 137-140	<p>1.OA.A.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.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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<p>Lesson 3-9: Problem Solving: Critique Reasoning: 141-144</p>	<p>1.OA.A.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.</p> <p>1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP4: Model with mathematics.</p>

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<p>Topic Performance Task: 155-156</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.A.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.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP4: Model with mathematics.</p>
Topic 4: Subtraction Facts to 20: Use Strategies	
<p>Lesson 4-1: Count to Subtract: 161-164</p>	<p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>

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<p>Lesson 4-2: Make 10 to Subtract: 165-168</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p>
<p>Lesson 4-3: Continue to Make 10 to Subtract: 169-172</p>	<p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.B.3: Apply properties of operations as strategies to add and subtract. Students need not use formal terms for these properties.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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Lesson 4-4: Fact Families: 173-176	<p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP4: Model with mathematics.</p>
Lesson 4-5: Use Addition to Subtract: 177-180	<p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>

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<p>Lesson 4-6: Continue to Use Addition to Subtract: 181-184</p>	<p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP4: Model with mathematics.</p>
<p>Lesson 4-7: Explain Subtraction Strategies: 185-188</p>	<p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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<p>Lesson 4-8: Solve Word Problems with Facts to 20: 189-192</p>	<p>1.OA.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively. Math Practice MP6: Attend to precision.</p>
<p>Lesson 4-9: Problem Solving: Reasoning: 193-196</p>	<p>1.OA.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively. Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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<p>Topic Performance Task: 207-208</p>	<p>1.OA.A.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.</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>1.OA.B.4: Understand subtraction as an unknown-addend problem. Example: For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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Topic 5: Work with Addition and Subtraction Equations	
Lesson 5-1: Find the Unknown Numbers: 213-216	<p>1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Example: For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
Lesson 5-2: True or False Equations: 217-220	<p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Lesson 5-3: Make True Equations: 221-224	<p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Example: For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 5-4: Add Three Numbers: 225-228	<p>1.OA.B.3: 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.)</p> <p>1.OA.A.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.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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<p>Lesson 5-5: Word Problems with Three Addends: 229-232</p>	<p>1.OA.A.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.</p> <p>1.OA.B.3: 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.)</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p>
<p>Lesson 5-6: Solve Addition and Subtraction Word Problems: 233-236</p>	<p>1.OA.A.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.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p> <p>Math Practice MP4: Model with mathematics.</p>

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<p>Lesson 5-7: Problem Solving: Precision: 237-240</p>	<p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Example: For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p> <p>Math Practice MP6: Attend to precision. Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
<p>Topic Performance Task: 247-248</p>	<p>1.OA.A.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.</p> <p>1.OA.D.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</p> <p>1.OA.D.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Example: For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others. Math Practice MP6: Attend to precision.</p>

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Topic 6: Represent and Interpret Data	
Lesson 6-1: Organize Data into Three Categories: 253-256	<p>1.MD.C.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.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP6: Attend to precision.</p>
Lesson 6-2: Collect and Represent Data: 257-260	<p>1.MD.C.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.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>

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<p>Lesson 6-3: Interpret Data: 261-264</p>	<p>1.MD.C.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.</p> <p>1.OA.A.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.</p> <p>1.OA.A.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.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP4: Model with mathematics.</p>
<p>Lesson 6-4: Continue to Interpret Data: 265-268</p>	<p>1.MD.C.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.</p> <p>1.OA.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP7: Look for and make use of structure.</p>

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Lesson 6-5: Problem Solving: Make Sense and Persevere: 269-272	<p>1.MD.C.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.</p> <p>1.OA.A.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.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
Topic Performance Task: 279-280	<p>1.MD.C.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.</p> <p>1.OA.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
Topic 7: Extend the Counting Sequence	
Lesson 7-1: Count by 10s to 120: 285-288	<p>1.NBT.B.2c: 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>1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Lesson 7-2: Count by 1s to 120: 289-292	<p>1.NBT.A.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.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 7-3: Count on a Number Chart to 120: 293-296	<p>1.NBT.A.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.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
Lesson 7-4: Count by 1s or 10s to 120: 297-300	<p>1.NBT.A.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.</p> <p>1.NBT.B.2c: 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>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP7: Look for and make use of structure.</p>
Lesson 7-5: Count on an Open Number Line: 301-204	<p>1.NBT.A.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP7: Look for and make use of structure.</p>

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Lesson 7-6: Count and Write Numerals: 305-308	<p>1.NBT.A.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.</p> <p>1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a "ten."</p> <p>1.NBT.B.2c: 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>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 7-7: Problem Solving: Repeated Reasoning: 309-312	<p>1.NBT.A.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.</p> <p>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a "ten."</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p>
Topic Performance Task: 319-320	<p>1.NBT.A.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.</p> <p>1.NBT.B.2c: 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>Math Practice MP1: Make sense of problems and persevere in solving them.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>

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Topic 8: Understand Place Value	
Lesson 8-1: Make Numbers 11 to 19: 325-328	<p>1.NBT.B.2a: 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>1.NBT.B.2b: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP7: Look for and make use of structure.</p>
Lesson 8-2: Numbers Made with Tens: 329-332	<p>1.NBT.B.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. 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>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>1.NBT.A.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.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP6: Attend to precision.</p>
Lesson 8-3: Count with Groups of Tens and Ones: 333-336	<p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>1.NBT.A.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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Lesson 8-4: Tens and Ones: 337-340	<p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>1.NBT.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP4: Model with mathematics.</p>
Lesson 8-5: Continue with Tens and Ones: 341-344	<p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP4: Model with mathematics.</p>
Lesson 8-6: Different Names for the Same Number: 345-348	<p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP4: Model with mathematics.</p>
Lesson 8-7: Problem Solving: Look For and Use Structure: 349-352	<p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Topic Performance Task: 359-360	<p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Topic 9: Compare Two-Digit Numbers	
Lesson 9-1: 1 More, 1 Less; 10 More, 10 Less: 365-368	<p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 9-2: Find Numbers on a Hundred Chart: 369-372	<p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
Lesson 9-3: Compare Numbers: 373-376	<p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>1.NBT.A.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.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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Lesson 9-4: Compare Numbers with Symbols (>, <, =): 377-380	<p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 9-5: Compare Numbers on a Number Line: 381-384	<p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p> <p>Math Practice MP5: Use appropriate tools strategically</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
Lesson 9-6: Problem Solving: Make Sense and Persevere: 385-388	<p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
Topic Performance Task: 395-396	<p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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Topic 10: Use Models and Strategies to Add Tens and Ones	
Lesson 10-1: Add Tens Using Models: 401-404	<p>1.NBT.C.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.</p> <p>1.NBT.B.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. 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>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
Lesson 10-2: Mental Math: Ten More Than a Number: 405-408	<p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP4: Model with mathematics.</p>

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<p>Lesson 10-3: Add Tens and Ones Using a Hundred Chart: 409-412</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP7: Look for and make use of structure.</p>
<p>Lesson 10-4: Add Tens and Ones Using an Open Number Line: 413-416</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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<p>Lesson 10-5: Add Tens and Ones Using Models: 417-420</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
<p>Lesson 10-6: Make a Ten to Add: 421-424</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Lesson 10-7: Add Using Place Value: 425-428	<p>1.NBT.C.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.</p> <p>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
Lesson 10-8: Practice Adding Using Strategies: 429-432	<p>1.NBT.C.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.</p> <p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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<p>Lesson 10-9: Problem Solving: Model with Math: 433-436</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a “ten.”</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
<p>Topic Performance Task: 447-448</p>	<p>1.NBT.C.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>

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Topic 11: Use Models and Strategies to Subtract Tens	
Lesson 11-1: Subtract Tens Using Models: 453-456	<p>1.NBT.C.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.</p> <p>1.NBT.B.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: Understand that the two digits of a two-digit number represent amounts of tens and ones. 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>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
Lesson 11-2: Subtract Tens Using a Hundred Chart: 457-460	<p>1.NBT.C.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>

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<p>Lesson 11-3: Subtract Tens Using an Open Number Line: 461-464</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: Understand that the two digits of a two-digit number represent amounts of tens and ones. 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>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
<p>Lesson 11-4: Use Addition to Subtract Tens: 465-468</p>	<p>1.NBT.C.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP7: Look for and make use of structure.</p>

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Lesson 11-5: Mental Math: Ten Less Than a Number: 469-472	<p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 11-6: Use Strategies to Practice Subtraction: 473-476	<p>1.NBT.C.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.</p> <p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP4: Model with mathematics.</p>
Lesson 11-7: Problem Solving: Model with Math: 477-480	<p>1.NBT.C.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.</p> <p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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Topic Performance Task: 487-488	<p>1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>1.NBT.C.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>
Topic 12: Measure Lengths	
Lesson 12-1: Compare and Order by Length: 493-496	<p>1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 12-2: Indirect Measurement: 497-500	<p>1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p> <p>Math Practice MP7: Look for and make use of structure.</p>

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Lesson 12-3: Use a Ruler to Measure: 501-504	<p>1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP6: Attend to precision.</p>
Lesson 12-4: Problem Solving: Use Appropriate Tools: 505-508	<p>1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
Topic Performance Task: 515-516	<p>1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>

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Topic 13: Time and Money	
Lesson 13-1: Tell the Value of Coins: 521-524	<p>2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>1.NBT.A.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
Lesson 13-2: Find the Value of a Group of Coins: 525-528	<p>2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>1.NBT.A.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.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 13-3: Understand the Hour and Minute Hands: 529-532	<p>1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>

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Lesson 13-4: Tell and Write Time to the Hour: 533-536	<p>1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 13-5: Tell and Write Time to the Half Hour: 537-540	<p>1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>1.OA.C.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.NBT.A.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.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP6: Attend to precision.</p>
Lesson 13-6: Problem Solving: Reasoning: 541-544	<p>1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP4: Model with mathematics.</p>
Topic Performance Task: 551-552	<p>1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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Topic 14: Reason with Shapes and Their Attributes	
Lesson 14-1: Use Attributes to Define Two-Dimensional (2-D) Shapes: 557-560	<p>1.G.A.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.</p> <p>1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP7: Look for and make use of structure.</p>
Lesson 14-2: Defining and Non-Defining Attributes of 2-D Shapes: 561-564	<p>1.G.A.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.</p> <p>1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP5: Use appropriate tools strategically.</p>

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<p>Lesson 14-3: Build and Draw 2-D Shapes by Attributes: 565-568</p>	<p>1.G.A.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.</p> <p>1.NBT.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p>
<p>Lesson 14-4: Compose 2-D Shapes: 569-572</p>	<p>1.G.A.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. Students do not need to learn formal names such as 'right rectangular prism.'</p> <p>1.OA.A.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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<p>Lesson 14-5: Compose New 2-D Shapes from 2-D Shapes: 573-576</p>	<p>1.G.A.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. Students do not need to learn formal names such as 'right rectangular prism.'</p> <p>1.NBT.B.2a: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones - called a "ten."</p> <p>1.NBT.B.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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>Math Practice MP4: Model with mathematics.</p>
<p>Lesson 14-6: Use Attributes to Define Three-Dimensional (3-D) Shapes: 577-580</p>	<p>1.G.A.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.</p> <p>1.NBT.A.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.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>

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<p>Lesson 14-7: Defining and Non-Defining Attributes of 3-D Shapes: 581-584</p>	<p>1.G.A.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.</p> <p>1.MD.A.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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>Math Practice MP8: Look for and express regularity in repeated reasoning.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>
<p>Lesson 14-8: Compose with 3-D Shapes: 585-588</p>	<p>1.G.A.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. Students do not need to learn formal names such as 'right rectangular prism.'</p> <p>1.NBT.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>

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<p>Lesson 14-9: Problem Solving: Make Sense and Persevere: 589-592</p>	<p>1.G.A.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.</p> <p>1.G.A.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. Students do not need to learn formal names such as 'right rectangular prism.'</p> <p>Math Practice MP1: Make sense of problems and persevere in solving them.</p>
<p>Topic Performance Task: 603-604</p>	<p>1.G.A.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.</p> <p>1.G.A.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. Students do not need to learn formal names such as 'right rectangular prism.'</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p> <p>Math Practice MP6: Attend to precision.</p>

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Topic 15: Equal Shares of Circles and Rectangles	
Lesson 15-1: Make Equal Shares: 609-612	<p>1.G.A.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.</p> <p>Math Practice MP7: Look for and make use of structure.</p> <p>Math Practice MP4: Model with mathematics.</p>
Lesson 15-2: Make Halves and Fourths of Rectangles and Circles: 613-616	<p>1.G.A.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.</p> <p>Math Practice MP6: Attend to precision.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Lesson 15-3: Understand Halves and Fourths: 617-620	<p>1.G.A.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.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p> <p>Math Practice MP4: Model with mathematics.</p>

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Lesson 15-4: Problem Solving: Model with Math: 621-624	<p>1.G.A.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP2: Reason abstractly and quantitatively.</p>
Topic Performance Task: 631-632	<p>1.G.A.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.</p> <p>Math Practice MP4: Model with mathematics.</p> <p>Math Practice MP3: Construct viable arguments and critique the reasoning of others.</p>