Effective Teaching Practices
1. Establish mathematics goals to focus learning.
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student thinking.

Ongoing fluency expectations:
1.OA.C.6 Add/subtract within 10. Fluently add and subtract within 20 using mental strategies. (Know from memory all sums up to 10.)

Literacy Skills for Mathematical Proficiency:
1. Use multiple reading strategies.
2. Understand and use correct mathematical vocabulary
3. Discuss and articulate mathematical ideas.
4. Write mathematical arguments.

Category | Domain → Cluster → TN Standard | Student Friendly “I Can” Statements
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1.MD.B.4 New: | Count the value of a set of like coins less than one dollar using the ¢ symbol only. (Q2 - Q4) | I can identify a penny, nickel, dime, quarter, and a half dollar and know the value of each.
I can describe the relationship among coins. (e.g., 5 pennies = 1 nickel, 5 nickels = 1 quarter)
I can relate counting by fives to nickels, counting by tens to dimes, and counting 4 quarters to a dollar.
I can count a combination of like coins less up to dollar by skip counting by 10 (Q2), 5’s (Q3) and 25 (Q4) up to 100 ($1.00).

I can show the value of a set of coins by using the cent ¢ symbol. 

Extension: I can count a collection of coins up to $1.00.

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<th>1.WCE.M.4 Count to 100 by twos. (Q3, Q4)</th>
<th>I can count to 100 by twos.</th>
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| 1.MD.C.5 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. (Q3, Q4) | I can identify different methods to organize and represent data (e.g. tally chart, sorting, classifying, categorizing).  
I can interpret data representations by asking and answering questions about the data.  
I can organize and represent data with up to 3 categories (e.g. tally chart, bar graph, pictograph, etc.).  
I can determine when a category has more or less than another category. |
| 1.G.A.1 Distinguish between attributes that define a shape (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g., color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes. | I can explain the difference between defining attributes (e.g., sides, angles, faces, vertices, edges) and non-defining attributes (e.g., color, orientation, overall size).  
I can construct and draw a shape when given defining attributes. |
| 1.G.A.2 Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders). | I can identify two-dimensional and three-dimensional shapes.  
I can create new shapes using two-dimensional and/or three-dimensional shapes. |
| 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 partitioning into more equal shares creates smaller shares. | I can describe a fraction as part of a whole using pictorial models.  
I can represent commonly used fractions using words and models for halves, thirds, and fourths. (Fourthths are also called quarters.)  
I can recognize that fractions are represented by equal size parts of a whole and of a set of objects.  
I can divide/partition a circle and a rectangle into two, three, and four equal parts. |
I can describe the whole using the number of equal parts it has (e.g., two halves make a whole, three-thirds make a whole, four fourths make a whole). I can explain that dividing a shape into more equal parts makes smaller pieces.

Getting Ready for Grade 2

| **1.OA.C.6** Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10. (Q1, Q2, Q3, Q4) | I can add and subtract within 20 by counting on and making a ten. I can add and subtract within 20 by using doubles, doubles plus one, and doubles minus one. I can add and subtract within 20 by using the relationship between addition and subtraction. I can fluently add and subtract within 20 by using multiple strategies. (e.g.) · Tens frames · Hundreds chart · Number line · Drawing pictures · Part-Part-Whole mat · Number Bond · Using manipulatives · Rekenrek |