

Curriculum Map and Learning Targets Evidence

Grade One

Mrs. Almquist

Long Term Target	Evidence
1.1.1.1 I can use place value to describe numbers between 10 and 100.	Unit 5 number 1-3, Unit 6 number 1 and 2, Unit 7 number 1 and 4, Unit 8 number 4 and Oral and Slate number 1 and 4, Unit 9 number 6 and Oral and Slate number 3, Unit 10 number 5-7 and Oral and Slate number 3 Unit 5 Open Response Lessons 5-1, 5-2, 5-3 (Game), 5-5, 5-9 (Game), 9-1, 9-3
Supporting Targets	

Long Term Target	Evidence
1.1.1.2 I can read, write and represent numbers to 120.	Unit 1 numbers 3 and 4, Oral and Slate number 1 and 4, Unit 2 number 1, Unit 6 number 3 and 4, Unit 8 number 3 and Oral and Slate number 1 Unit 6 numbers 3 and 4, Unit 8 number 3 and Oral and Slate number 1 and 4, Lessons: 6-2, 6-3, 7-4, 9-1, 9-4
Supporting Targets	
I can read and represent numbers to 120 five different ways.	6-2, 6-3, 2-3
I can read and represent numbers to 120 three different ways.	4-10, 6-2, 6-3
I can read and represent numbers to 100.	1-2, 1-4, 1-7, 1-9 (Calendar time) 5-1, 5-2, 5-5,

I can read, write and represent numbers to 31.	1-4, 1-7, 1-9, 1-10, 1-12, 1-13, 2-2, 2-3, 2-4, 2-6, 2-11, (Calendar time)
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Long Term Target	Evidence
1.1.1.3 I can count forward and backward to 120 starting at any number.	Unit 1 number 1 and Oral and Slate number 1, Unit 2 Oral and Slate number 3, Unit 3 Oral and Slate number 2, Unit 4 number 2 Lessons: 1-2, 2-1, 4-10
Supporting Targets	
I can count forward and backward to 20.	1-2, 1-3, (Game), 2-1
I can count forward and backward to 100.	1-2, 2-1, 4-10

Long Term Target	Evidence
1.1.1.4 I can find 10 more and 10 less than a number.	Unit 5 number 6, Unit 9 number 5 and Open Response, Unit 10 number 1, Unit 10 numbers 5 and 6 and Oral and Slate number 3, Lessons: 8-6, 9-1, 9-2, 9-3, 10-7
Supporting Targets	
I can find a number that is 1 more or 1 less than a number.	1-5, 3-1 (Game), 3-4, 9-3,

Long Term Target	Evidence
1.1.1.5 I can compare and put numbers in order up to 120.	Unit 6 Oral and Slate number 1 and 2, Lessons: 5-6
Supporting Targets	
I can put numbers in order up to 120	5-6
I can compare 2 numbers up to 120	1-6, 5-3, 5-7

Long Term Target	Evidence
1.1.1.6 I can use comparing words to describe 2 or more numbers.	Unit 5 numbers 2, 3 and 4 and Open Response, Unit 6 Oral and Slate number 1 and 2 Lessons: 5-3, 5-5, 5-6,
Supporting Targets	
I can compare 2 numbers.	1-5, 3-1 (Game), 3-4, 5-3, 5-5, 5-6, 5-7

Long Term Target	Evidence
1.1.1.7 I can make and use a bar graph and tally chart.	Unit 2 number 1, Unit 5 numbers 11 and 12, Unit 7 number 6, Unit 10 numbers 8 and 9, Lessons: 6-12, 7-4, 8-1, 9-2
Supporting Targets	
I can make a bar graph.	4-7, 10-1
I can read a bar graph.	4-7, 10-1
I can make a tally chart.	1-7, 1-8, 1-12, 2-11, 3-13, 5-9
I can read a tally chart.	1-7, 1-12

Long Term Target	Evidence
1.1.2.1 I can use different strategies and materials to add and subtract.	Unit 2 number 4, Unit 4 number 1 and 10, Unit 5 numbers 5, 6, 7 and 8 and Oral and Slate number 1, Unit 6 number 6 and 9 and Oral and Slate number 4, Unit 7 number 2 and 7 and Oral and Slate number 3, Unit 8 number 5, Unit 9 number 7 and Oral and Slate number 2, Lessons: 6-2, 6-4, 6-7, 6-8, 6-12, 7-3, 8-3 (Game), 8-6, 8-9, 10-3

Supporting Targets	
I can subtract numbers 0-18.	2-13, 3-6, 4-2, 5-12, 5-13, 6-1, 6-5, 8-5 (Game), 8-9 (Game), 9-7 (Game)
I can add numbers with sums to 18.	2-13, 3-6, 3-9, 3-14, 4-6, 4-11, 5-9, 5-12, 5-13, 6-1, 7-2
I can use subtraction strategies.	2-13, 3-6, 4-2, 5-8, 5-12, 6-1, 6-5
I can use addition strategies.	2-12, 2-13, 3-6, 3-9, 3-10, 3-14, 4-6, 5-9, 5-10, 5-11, 5-12, 6-1

Long Term Target	Evidence
1.1.2.2 I can combine and take apart numbers to 12.	Unit 3 number 1, Unit 6 Open Response, Unit 8 number 5 Lessons: 2-13, 3-10, 4-8, 6-2, 6-8 (Game), 6-12 (Game), 8-2, 8-3 (Game)
Supporting Targets	
I can combine and take apart numbers to 10.	2-3 (Part 3), 2-8 (Game), 2-11, 2-12 (Game), 2-13, 4-2, 4-7, 4-12
I can combine and take apart numbers to 5.	2-8 (Game), 2-11, 2-12 (Game), 2-13

Long Term Target	Evidence
1.1.2.3 I can skip count by 2s, 5s, and 10s.	Unit 1 number 5, oral and slate number 1 and open response, Unit 2 number 5 and Oral and Slate number 1, Unit 3 number 2, 3 and 7 and Open Response, Unit 4 number 5, Unit 8 number 6
Supporting Targets	

I can skip count by 2s.	3-3, 3-5, 3-8, 3-9, 3-10
I can skip count by 5s.	2-9, 3-3, 3-5, 3-8, 3-9, 3-10
I can skip count by 10s.	3-5, 3-8, 3-9, 3-10

Long Term Target	Evidence
1.2.1.1 I can create simple patterns using objects, pictures, numbers and rules.	Unit 3 number 6 and Oral and Slate number 1, Unit 4 number 3
Supporting Targets	
I can create simple patterns using numbers and rules.	Units 2, 3 and 4 Math Boxes
I can create simple patterns using pictures.	3-1
I can create a simple pattern using objects.	3-1
I can identify patterns.	3-1

Long Term Target	Evidence
1.2.2.1 I can add and subtract story problems using objects and number sentences.	Unit 5 Oral and Slate number 3, Unit 6 Oral and Slate number 3, Unit 8 number 6, Lessons: 5-8, 8-4, Unit 10 Oral and Slate number 4
Supporting Targets	
I can solve addition and subtraction story problems using number sentences.	2-13,
I can solve subtraction story problems with objects.	1-13, 2-13
I can solve addition story problems with	1-13, 2-13,

objects.	
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Long Term Target	Evidence
1.2.2.2 I can tell if equations are true and find the missing number in an equation.	Unit 10 number 4
Supporting Targets	
I can find the missing number in equations.	Unit 3 and 4
I can tell if simple equations are true.	2-6, 4-12,

Long Term Target	Evidence
1.2.2.3 I can write number sentences for addition and subtraction.	Unit 4 number 6 and Oral and Slate number 3, Unit 5 Oral and Slate number 3, Unit 6 Oral and Slate number 3, Unit 7 number 2 and Oral and Slate number 3, Unit 8 number 9
Supporting Targets	
I can write subtraction number sentences.	2-12, 8-4
I can write addition number sentences.	2-11, 4-12, 8-4

Long Term Target	Evidence
1.3.1.1 I can describe 2-d and 3-d shapes: triangles, squares, rectangles circles, rectangular prisms, cylinders, cones and spheres.	Unit 7 number 5, Oral and Slate number 1 and Open Response
Supporting Targets	
I can describe 3-d shapes.	7-5, 7-6

I can describe 2-d shapes.	3-4, 7-1, 7-2, 7-3. 7-6 (Game), 9-3 (Game), 9-5 (Game)
I can identify 3-d shapes: rectangular prisms, cylinders, cones and spheres.	7-5, 7-6, 10-5
I can identify 2-d shapes: triangles, squares, rectangles, and circles.	3-4, 4-7, 6-7, 7-1, 7-3, 7-6 (Game)

Long Term Target	Evidence
1.3.1.2 I can build and take apart 2-d and 3-d shapes: triangles, squares, rectangles, circles, rectangular prisms and cylinders.	Unit 8 number 8
Supporting Targets	
I can build and take apart 3-d shapes.	7-5, 7-6, 10-5
I can build and take apart 2-d shapes.	7-4, 10-5

Long Term Target	Evidence
1.3.2.1 I can measure the length of an object using smaller objects.	Unit 4 Open Response Lessons: 4-2, 4-3, 5-4
Supporting Targets	

Long Term Target	Evidence
1.3.2.2 I can tell time to the hour and half-hour.	Unit 2 number 3 and Oral and Slate number 2, Unit 3 number 8 and 9, Unit 4 Oral and Slate number 2, Unit 7 number 3 and Oral and Slate number 2, Unit 9 Oral

	and Slate number 1
Supporting Targets	
I can tell time to the half-hour.	3-7, 3-8
I can tell time to the hour.	2-5, 2-6, 3-7, 3-8

Long Term Target	Evidence
1.3.2.3 I can identify pennies, nickels and dimes and count and group of coins up to \$1.	Unit 2 number 2 and 3, Unit 3 number 4 and 5 and Oral and Slate number 3, Unit 4 number 4, Unit 5 number 4 and Oral and Slate number 2, Unit 9 number 8
Supporting Targets	
I can count a group of coins up to \$1.	3-11, 3-12, 3-13 (Game), 8-1
I can identify and count dimes.	3-12
I can identify and count nickels.	2-9, 2-10, 3-11, 3-12
I can identify and count pennies.	2-8, 2-10, 3-11, 3-12, 5-4