

1st Grade MATH BUNDLE



SHAPES

1d & 3d

1ST GRADE

COMPARE AND ORDER

By Object Length

1ST GRADE

COMPOSING SHAPES

1d & 3d

1ST GRADE

FRACTIONS

Partition Halves & Fourths

1ST GRADE

RELATED COUNTING

Counting On & Counting Back

1ST GRADE

TELLING TIME

to Hour or Half Hour

1ST GRADE

COUNTING

To 120

1ST GRADE

ADD TO 100

Strategies

1ST GRADE

WORD PROBLEMS

Adding & Subtracting to 20

1ST GRADE

COMPARING NUMBERS

Greater Than

1ST GRADE

DATA

Organize, Represent, & Interpret

1ST GRADE

WORD PROBLEMS

Adding to 20 with 3 Numbers

1ST GRADE

RELATE ADDITION & SUBTRACTION

Subtraction as Unknown Addend

1ST GRADE

UNKNOWN NUMBER

1ST GRADE

UNDERSTAND the EQUAL SIGN

1ST GRADE

PROPERTIES OF OPERATIONS

Addition & Subtraction

1ST GRADE

PLACE VALUE

Tens and Ones

1ST GRADE

ADD & SUBTRACT WITHIN 20

Fluency within 10

1ST GRADE

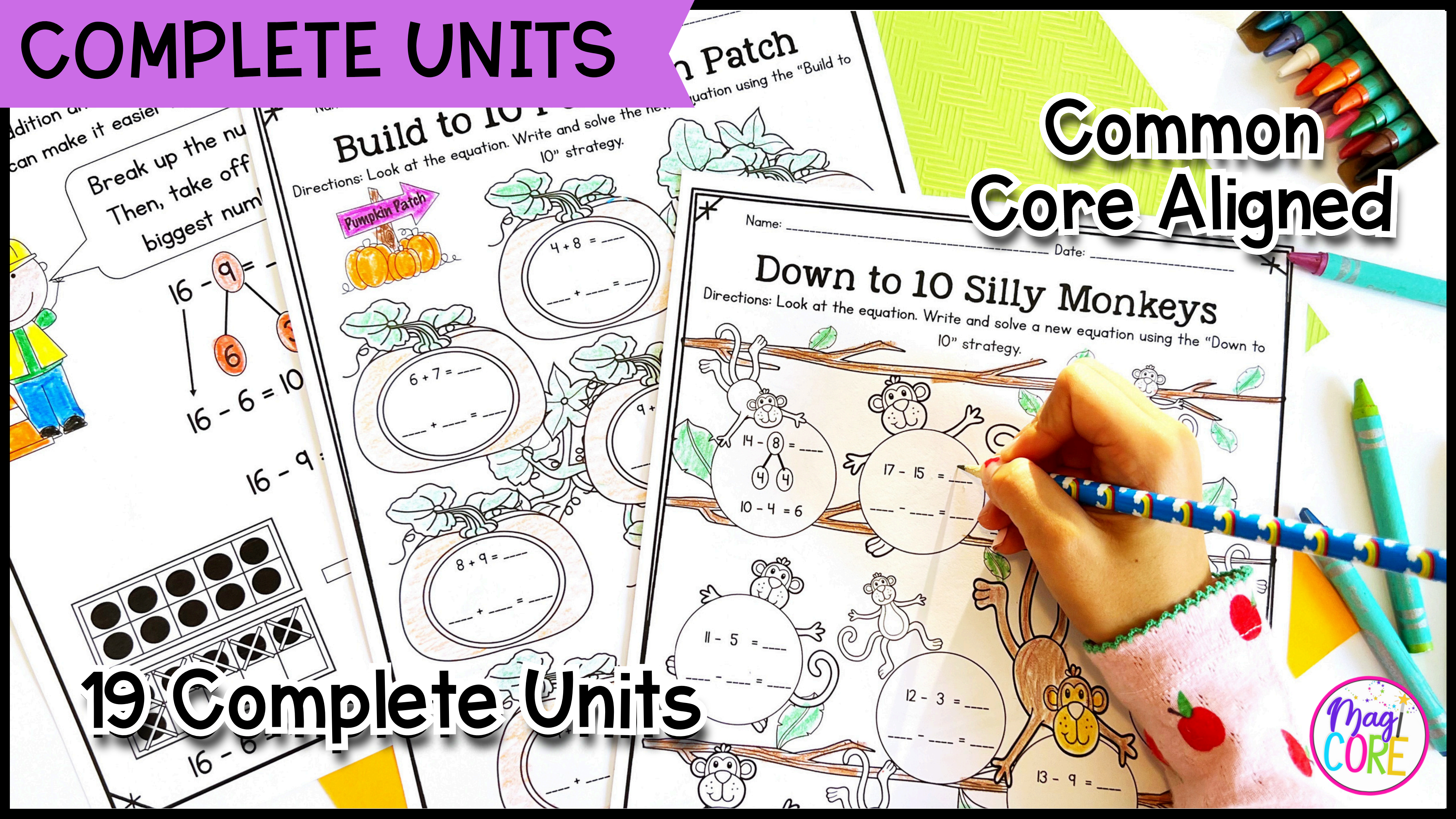
COMPLETE UNITS INCLUDE VIDEO SONG, ANCHOR CHARTS, WORKSHEETS, CENTERS, & ASSESSMENT



COMPLETE UNITS

Common
Core Aligned

19 Complete Units



FULL LESSON PLANS

Day 2 continued...

Guided Practice: Complete the guided practice poster. You will need poster paper and should have the guided practice objects beforehand. Call on students to come up and help compare and order the objects.

Independent Practice: Students complete the Compare and Order Cut and Paste worksheet.

Day 4 continued...

Guided Practice: Complete the caterpillar compare poster activity as a class.

Independent Practice: Students complete the caterpillar compare worksheet using the class to help.

Compare and order objects through transitivity

Introduce the purpose of the lesson today: to compare the length of objects using construction paper.

Review the unit vocabulary cards and the Compare and Order Objects Song.

Use the "Compare and Order" Anchor Chart.

Ask students to compare 3 objects' lengths indirectly using a third object.

Bring a strip of construction paper to the length of a pencil. Note that the pencil is longer than the strip of paper. Note how the length of the strip of paper is longer than the pencil and the pencil is shorter than the strip of paper. The next step is to narrate how you know the pencil is shorter than the length of the other item, and that the other item is longer than the strip of paper, but you know the other item is longer than the pencil, that you know this, that means the other item is longer than the pencil, that the other item is the longest, and the strip of paper is in the middle, shortest, middle, and longest.

Ask students to narrate how you are lining them all up at the same endpoint to compare lengths.

Give each student a strip of construction paper to each student. Ask students to take a strip of construction paper to help them find two objects in the classroom that are the same length. Then, ask all students to bring their two objects and strip of paper. Place students in small groups, using their strip of construction paper, to order their objects from shortest to longest. Circle to check work, and have a few groups present their work.

Complete the Shortest, Middle, Longest worksheet.

Day 7 continued...

Guided Practice: Students play the Compare and Order Game in small groups.

Independent Practice: Students complete the problem solver.

Day 8: Compare and order objects by length

Introduce the purpose of the lesson today: to compare the length of objects using construction paper.

Review the unit vocabulary cards and the Compare and Order Objects Song.

Use the "Compare and Order" Anchor Chart.

Ask students to compare 3 objects' lengths indirectly using a third object.

Bring a strip of construction paper to the length of a pencil. Note that the pencil is longer than the strip of paper. Note how the length of the strip of paper is longer than the pencil and the pencil is shorter than the strip of paper. The next step is to narrate how you know the pencil is shorter than the length of the other item, and that the other item is longer than the strip of paper, but you know the other item is longer than the pencil, that you know this, that means the other item is longer than the pencil, that the other item is the longest, and the strip of paper is in the middle, shortest, middle, and longest.

Ask students to narrate how you are lining them all up at the same endpoint to compare lengths.

Give each student a strip of construction paper to each student. Ask students to take a strip of construction paper to help them find two objects in the classroom that are the same length. Then, ask all students to bring their two objects and strip of paper. Place students in small groups, using their strip of construction paper, to order their objects from shortest to longest. Circle to check work, and have a few groups present their work.

Complete the Shortest, Middle, Longest worksheet.

Day 1: Introduce comparing and ordering objects by length

Mini Lesson: Introduce the purpose of the lesson today: to compare objects based on length.

- Show students the unit vocabulary cards.
- Watch the Compare and Order Objects Song.
- Introduce the "Compare and Order" Anchor Chart.
- Explain that when we compare lengths, we look at how long or how tall something is.
- Explain and elaborate that we can look at objects and compare their lengths to determine which is longest and which is shortest.
- Model comparing 3 classroom items (perhaps 3 pencils, a pencil, eraser, and a paper clip, etc.). Narrate your comparison process by lining them up at the same endpoint, then narrate as you look at the objects and identify which is the longest and which is the shortest.
- Repeat this with 3 more objects.

Guided Practice: Use the comparing guided practice model; you can display this on the board or projector. As a class, work together to identify which object is the longest and which is the shortest for the two guided practice models.

Independent Practice: Students complete the Comparing Objects worksheet.

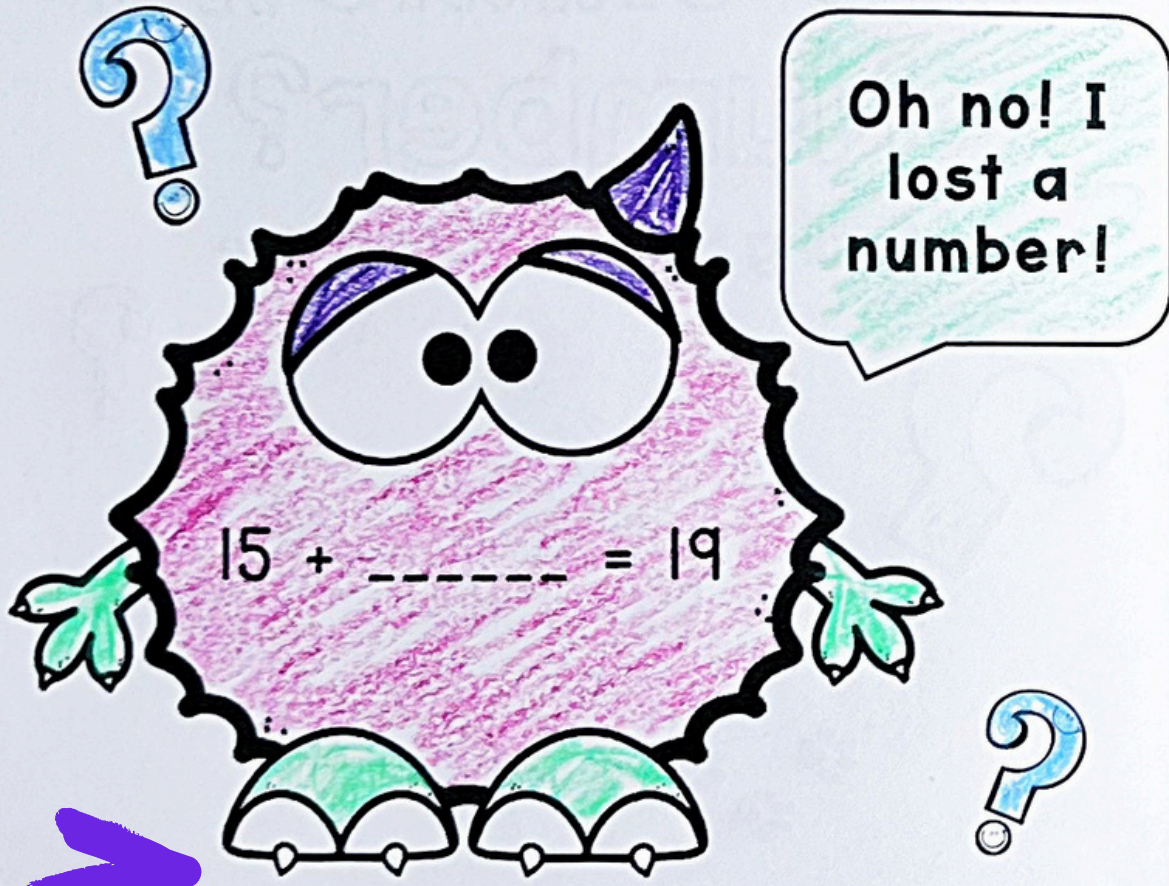
Day 2: Comparing and ordering objects by length

Mini Lesson: Introduce the purpose of the lesson today: to compare and order objects by length.

- Watch and sing the Compare and Order Objects Song.
- Review the "Compare and Order" Anchor Chart.
- Explain to students that you will be using the comparing skills they mastered yesterday to order objects according to their length.
- Model comparing 3 objects from the classroom (crayons, markers, pencils, etc.). Narrate identifying which is the longest and which is the shortest. Then, narrate placing the objects in order from shortest to longest.



Sometimes in math, equations lose one of their numbers!



These equations need YOUR help to find their unknown numbers!

As a number detective, you have 3 strategies you can use to help the equations find their missing number!

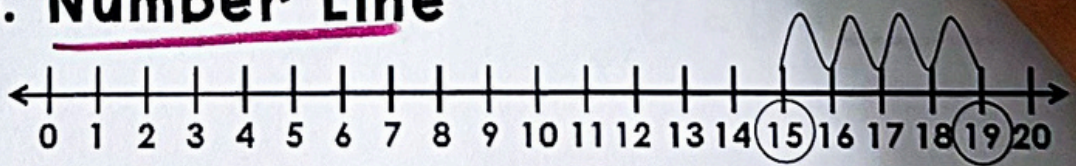
1. Count On



2. Part-Part-Whole

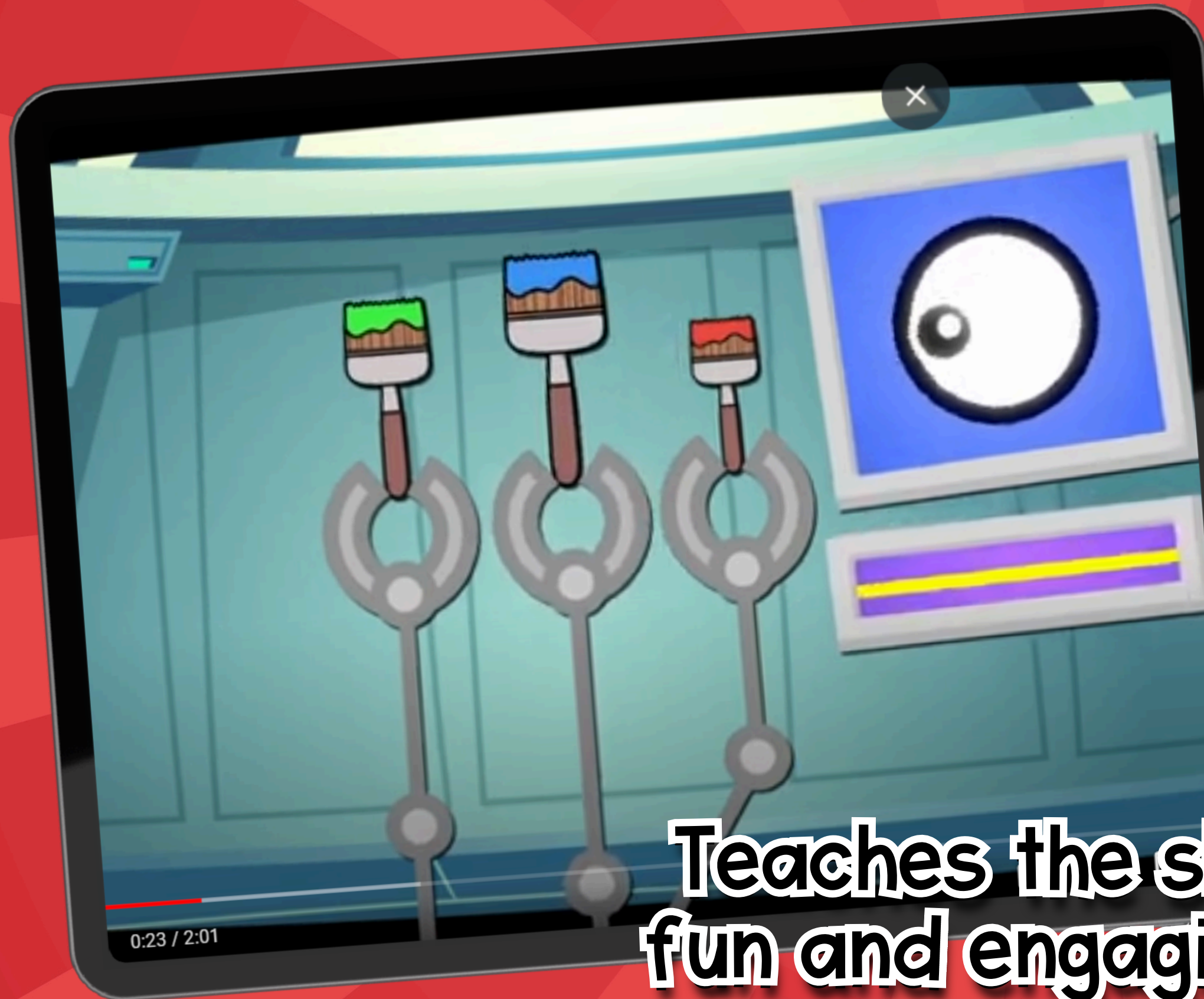


3. Number Line



These equations need YOUR help to find their unknown numbers!

ORIGINAL SONG & VIDEO



Compare and Order

Compare and order, compare and order
Measure each size then put them in order
Compare and order, compare and order
Compare the lengths and then put them in order



Line everything from end to end
Measuring them from the starting
Compare each size as you go down the row
And then order them how they are supposed to go

Compare and order, compare and order
Measure each size then put them in order
Compare and order, compare and order
Compare the lengths and then put them in order

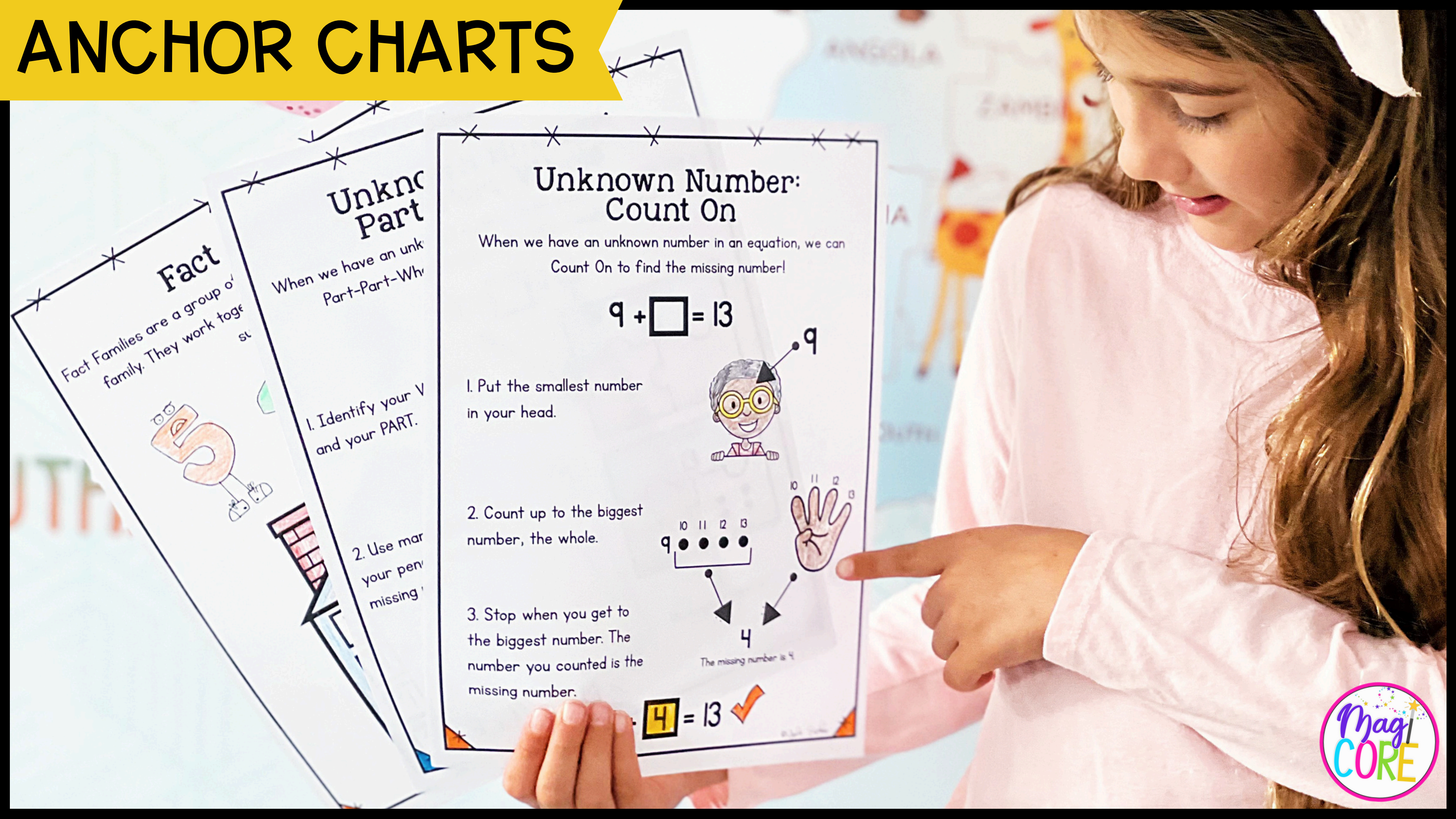
overlaps and no gaps
slight to the right if you want to do that
it's up to you
comparing and order is what to need to do

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Teaches the skill in a
fun and engaging way



ANCHOR CHARTS



Fact

Fact Families are a group of family. They work together.



Unknown Number: Part

When we have an unknown number in an equation, we can use Part-Part-Whole to find the missing number.

1. Identify your unknown and your PART.

2. Use manipulatives to find your missing number.

Unknown Number: Count On

When we have an unknown number in an equation, we can Count On to find the missing number!

$$9 + \square = 13$$

1. Put the smallest number in your head.



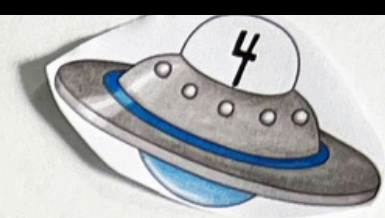
2. Count up to the biggest number, the whole.



3. Stop when you get to the biggest number. The number you counted is the missing number.

$$9 + 4 = 13$$

CENTERS & GAMES



GALAXY EXPLORERS

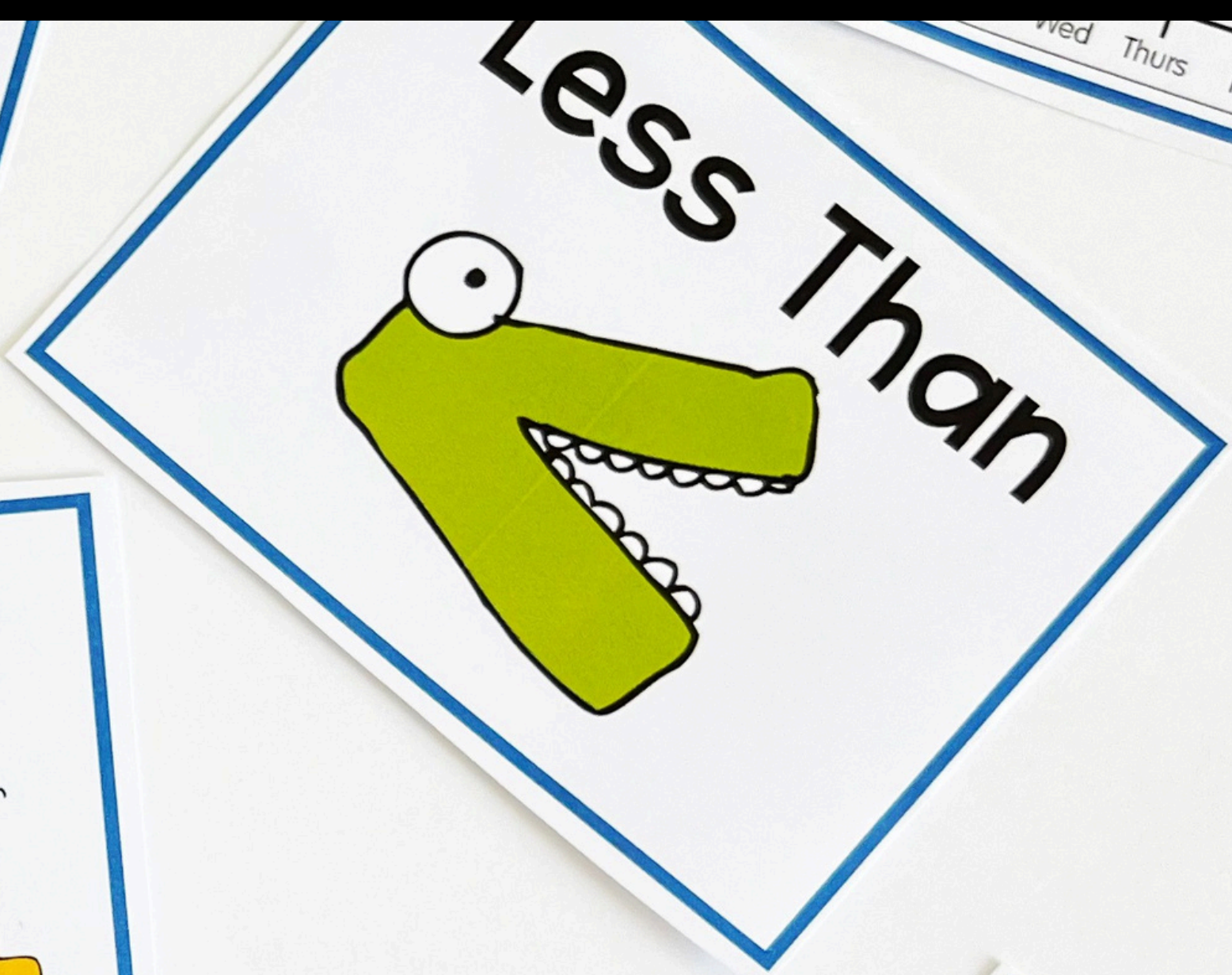
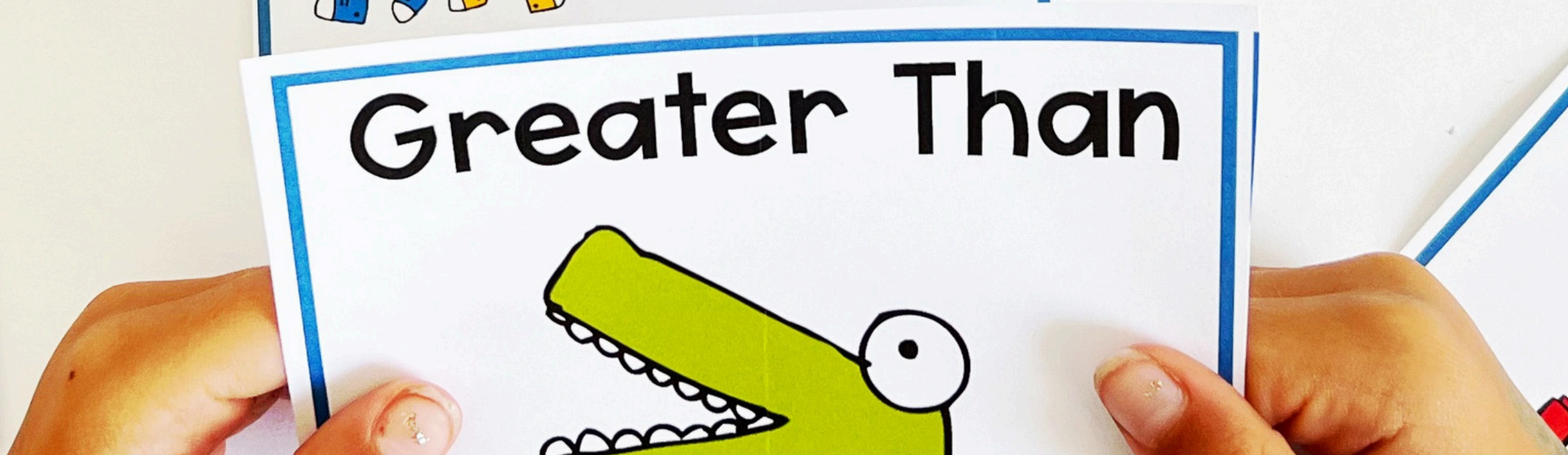
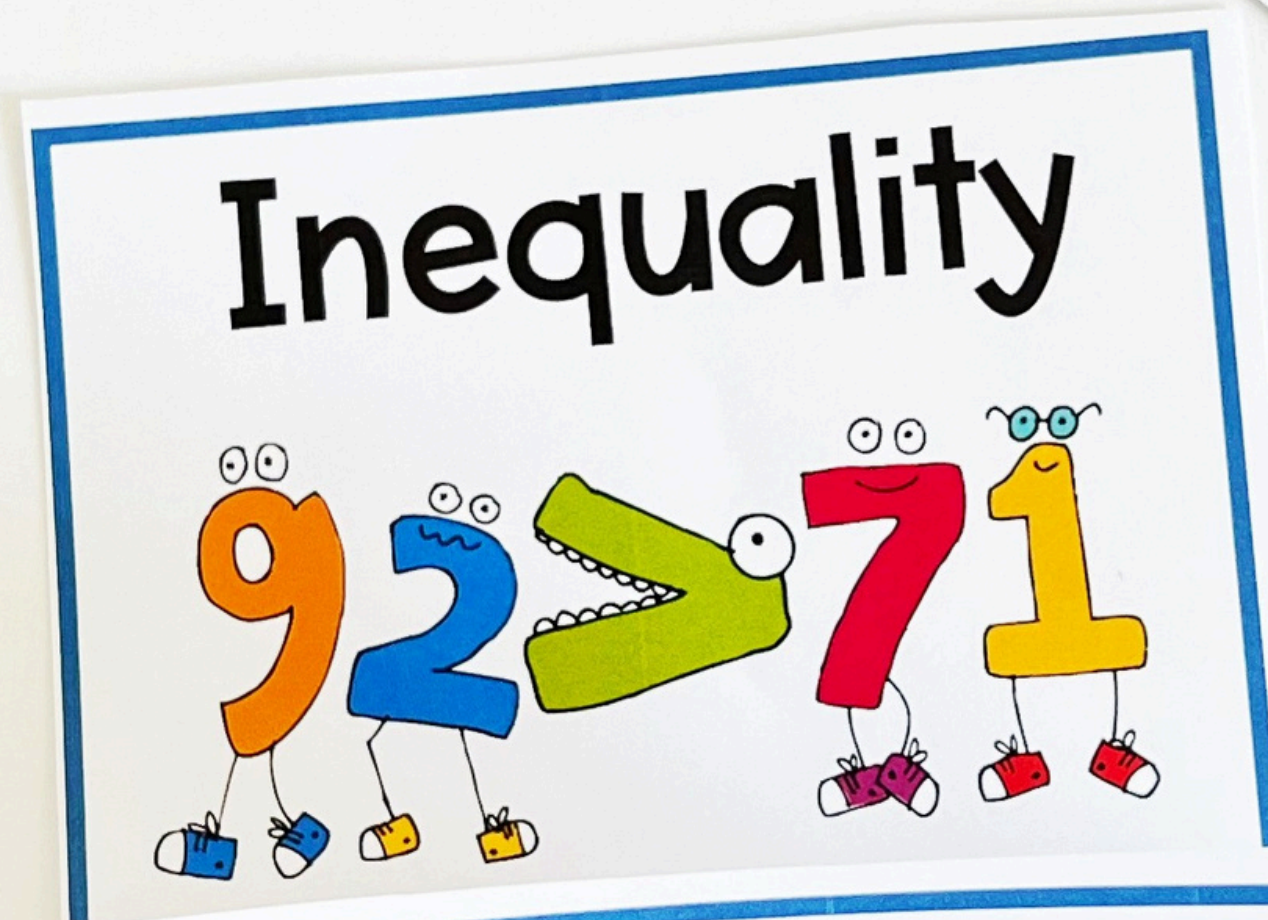
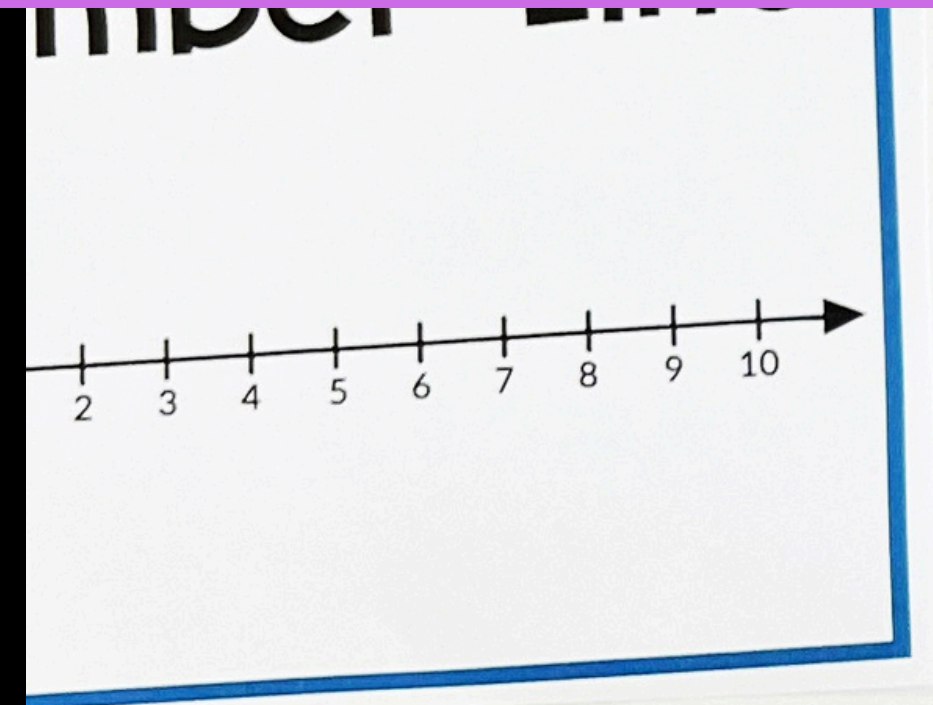
Directions:

- Decide who will go first by having each player roll the die. The player who rolls the highest number goes first. The player who rolls the second highest number goes second. The player who rolls the third highest number goes third. The player who rolls the lowest number goes last.
- Start on the planet, Mercury.
- When you land on a planet, draw a card from that planet's card pile.
- Solve the two equations on the card.
- If you solve the equations correctly, move along the star pathway to the next planet.
- If you solve the equation incorrectly, stay on the same planet and try again next turn.
- The first player to reach the sun wins!

Reinforces Skill



VOCABULARY

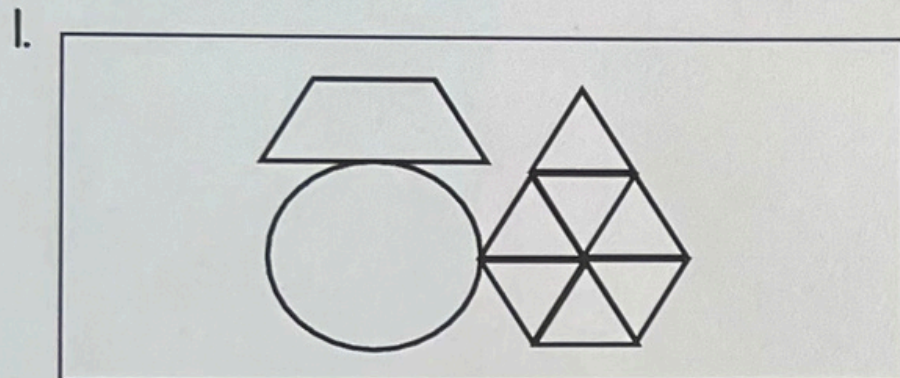


ASSESSMENTS

Name: _____ Date: _____

Composite Shape Quiz

Look at the composite shape. Write the names of the 2D shapes in each composition and how many of each shape there are.



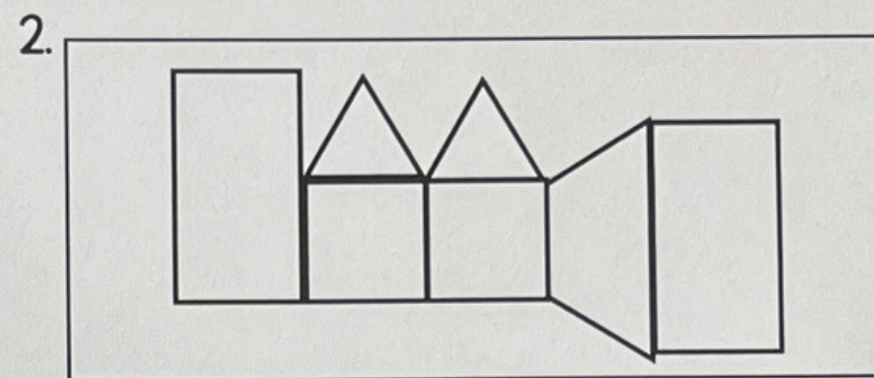
Rectangle: _____

Triangle: _____

Trapezoid: _____

Circle: _____

Square: _____



Rectangle: _____

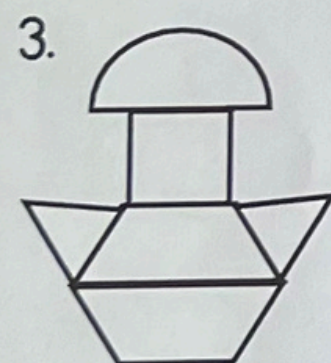
Triangle: _____

Trapezoid: _____

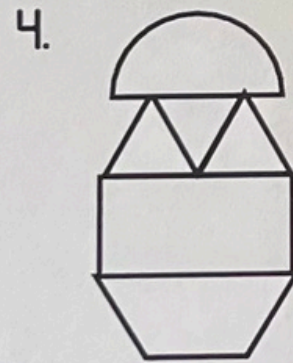
Circle: _____

Square: _____

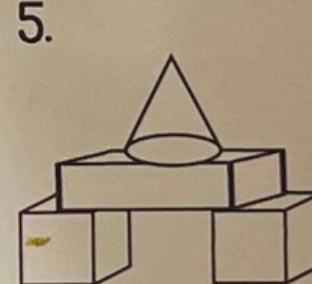
Look at the composite shape. Determine whether the description of the shape is TRUE or FALSE.



1 Circle
1 Square
1 Hexagon
2 Triangles



1 Half-circle
3 Triangles
1 Rectangle
1 Trapezoid



1 Cylinder
1 Rectangle
2 Trapezoids