



First Grade SMART Goal Progression with Step Ladders

	August/September	October	November	December	January	February	March	April	May
	<p>SMART Goal: By May 2018, 100% of first grade math students will accurately solve word problems (sum or difference within twenty) and use models to prove the solution/s.</p>		<p>Priority Standard(s): 1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction.</p>		<p>Supporting Standard(s): 1.NBT.2.b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p>				
Number Corner	DS, CF, NL	CG, CF	CF	DS, CF	CG, CF	CF	CF		
Bridges	<p>Unit 1 M2:S2-3,S5, M3:S1-2,S4, M4:S1,S4</p> <p>M2: Students can recognize and reproduce numbers from 1 to 10 using number racks and ten frames. M3: I can</p>	<p>Unit 2 M1:S1-5, M2:S1-5, M3:S1-5</p> <p>M1: I can M2: I can M3: I can</p>	<p>Unit 3 M1:S1-5, M2:S1-5, M3:S1-5, M4:S1-5</p> <p>M1: I can M2: I can M3: I can M4: I can</p>	<p>M1:S2-5, M4:S4-5</p>	<p>Unit 4 M1:S2-5, M4:S4-5</p>	<p>Unit 5 M3:S1</p>	<p>Unit 6 M1:S1-5, M2:S1-5, M3:S1-5</p> <p>M1: I can M2: I can M3: I can</p>	<p>Unit 7 M3:S1-2</p>	<p>Unit 8 M2:S1-3</p>
Step Ladders	<p>Intervention modules that support adding and subtracting within five are V2; M1 and V4; M1. Intervention modules supporting adding and subtracting within 10 are V2; M2 and V4; M2.</p> <p>Workplaces from unit 1 that focus on the priority standards are 1C Dominoes and 1G Ten & More.</p>	<p>Unit 2 focuses on adding and subtracting within five and ten. As unit 3 moves to adding and subtracting to teen numbers, students should engage in experiences in this range. Students who struggle with this concept will be supported by teachers modeling the new number range with manipulatives and encouraging all students to use manipulatives regularly. Students should then be encouraged to use manipulatives along with drawing a visual model to show their thinking. Students should not leave the enactive phase until they can draw a visual model independently.</p> <p>All workplaces in these two units are very important and student strategies should be monitored for increasing levels of sophistication. Teachers may want to provide differentiation in the workplaces to students who show more or less independence with these concepts.</p>	<p>All workplaces from units 2 and 3 except 3E are focused on the priority standards for this grade and students would benefit from revisiting these workplaces as they develop more sophisticated strategies and their number range increases. Workplace 4A The Frog Jump Game and 4C Frog Path also support the priority standards in first grade. Teachers should take special care to review the differentiation opportunities with these two workplaces and monitor student strategies for progressing levels of sophistication.</p> <p>Intervention Volume 1 is focused on Counting and Place Value. Module 4 is Structuring Ten, Module 5 is Ten and Some More, and Module 6 is Numbers to One Hundred. This volume can be used to support students who do not yet understand the counting sequence within these ranges.</p> <p>Intervention Volume 2 is Addition and Subtraction. Module 2 is Structuring Ten.</p>	<p>All workplaces from units 2 and 3 except 3E are focused on the priority standards for this grade and students would benefit from revisiting these workplaces as they develop more sophisticated strategies and their number range increases. Workplace 4A The Frog Jump Game and 4C Frog Path also support the priority standards in first grade. Teachers should take special care to review the differentiation opportunities with these two workplaces and monitor student strategies for progressing levels of sophistication.</p> <p>Intervention Volume 1 is focused on Counting and Place Value. Module 4 is Structuring Ten, Module 5 is Ten and Some More, and Module 6 is Numbers to One Hundred. This volume can be used to support students who do not yet understand the counting sequence within these ranges.</p> <p>Intervention Volume 2 is Addition and Subtraction. Module 2 is Structuring Ten.</p>	<p>Please be sure that students are experiencing enactive models of key concepts and that they are encouraged to continue to use manipulatives while they practice drawing visual models to demonstrate their thinking. Students should not be drawing penguins but instead should be using visuals of ten frames and/or number racks or number lines to demonstrate their thinking. Teachers should not accept a simple equation as evidence of conceptual understanding of addition and subtraction in first grade.</p>	<p>All three workplaces from Unit 6 focus on the priority standards and students may benefit from continued experiences with these workplaces with special attention paid to their strategy and the range of number that they demonstrate fluency with.</p> <p>Intervention Volume 2: Modules 4 thru 7 is focused on the priority standards and are various addition and subtraction strategies. Intervention Volume 4: Modules 3-6 is Addition and Subtraction Word Problems within twenty.</p>			
Intensive	<p>Should a student begin first grade without one to one correspondence, please provide intensive instruction and follow up activities and periodic progress monitoring in the classroom across the year. One to one correspondence is content that may block access to grade level content if a plan is not developed to support the student in first grade.</p> <p>Beyond one to one correspondence, targeted instruction and/or periodic progress monitoring should be provided to ensure students are making progress toward the concept of "how many" (quantity) and five-ness to ten-ness. These concepts do not block access to first grade or second grade content but may hinder access to third and fourth grade content.</p>								