

Ways to Adapt Resources Throughout the Year

Lessons, Tasks, and Additional Resources were mostly written for grade levels based on the end of year expectations of the standards. Those resources were placed into multiple clusters where the standards will be taught throughout the year. Therefore, it may be necessary to modify these resources based on the time of year that you use them. The following chart will help describe ways to adapt resources to align with the progression of the standards.

Depending on the cluster and students, it may be necessary to adjust the number ranges used and/or omit the need for equations or comparison symbols to be used. The same resources may be used later in the year with higher expectations (larger numbers, equations, use of symbols). If desired, the problem context or objects may be changed to create similar, but new problems.

Resources for Standards:	Cluster 1 Using Numbers to Explore Our Mathematical Community	Cluster 2 Building a Conceptual Understanding of Addition and Subtraction	Cluster 3 Understanding Equality and Place Value to Compare Numbers	Cluster 4 Understanding Measurement as a Context to Compare Numbers	Cluster 5 Operating with Place Value	Cluster 6 Distinguishing and Composing Shapes	Cluster 7 Partitioning and Telling Time to the Hour and Half Hour	Cluster 8 Developing Flexibility with Numbers
NC.1.NBT.1 NC.1.NBT.7	Rote count to 150 by ones and tens Write numbers to 20 to represent groups of objects		Continue through the year Write numbers to 100 to represent groups of objects					
NC.1.NBT.2	Use numbers 11-19		Use numbers 20-100		Use NBT.2 and related patterns to add and subtract larger numbers			
NC.1.MD.4	Pose questions, collect data, and analyze to describe results		Continue from Cluster 1 as a context to group objects into tens and ones (NBT.2) and to compare quantities with language and models (NBT.3)	As students collect measurements, they can record and analyze their data as a way to continue the work on MD.4				

NC.1.OA.1		<p>Problem solve within 20 using objects and drawings (start within 10 for new types)</p> <p>Save compare problem types until Cluster 3</p>	<p>Maintain problem types from Cluster 2 and introduce Compare - Difference Unknown problem types</p>		<p>Formally introduce using symbols for the unknown to represent all types of word problems with equations</p>			<p>Solve all 1st grade word problem types using equations with symbols for the unknown</p>
NC.1.OA.3		<p>Use commutative and associative properties to solve problems (OA1, OA6)</p>		<p>Use properties to make adding 3 numbers easier (OA.2 use objects and drawings)</p>	<p>Use properties to solve problems</p>			<p>Use properties to solve problems</p>
NC.1.OA.6 NC.1.OA.9		<p>Students will learn the strategies for +/- while solving problems and will gradually move toward efficiency and fluency within 10 through the year</p>						<p>Students use strategies efficiently as they work to become fluent</p> <p>Students demonstrate fluency of +/- within 10</p>
NC.1.OA.7		<p>Students build understanding of the equal sign through modeling (balance scales) and practice while solving problems in context. The emphasis is on the language "is the same as."</p>	<p>Continue to explore with balance scales to build the concept of equality and to find unknowns when solving problems.</p>	<p>Continue to build and apply an understanding of the equal sign while making comparisons and solving problems.</p>	<p>Determine if equations are true (use a variety of representations)</p> $7 = 4 + 3$ $4 + 3 = 1 + 6$ $4 + 3 = 7$			

<p>NC.1.NBT.3</p>			<p>Compare numbers within 100 based on the values of their tens and ones (no symbols yet—focus on language and modeling)</p>	<p>Continue and record comparisons using symbols $<$ $>$ and $=$</p> <p>(may use measurement data as a context)</p>	<p>\pm 10 mentally lends itself to comparison problems using symbols $<$ $>$ and $=$</p>			
<p>NC.1.MD.1 NC.1.MD.2</p>				<p>Order and compare lengths of objects</p> <p>Nonstandard measurement with a variety of tools (used as a context to compare)</p>				
<p>NC.1.OA.2</p>				<p>Solve word problems within 20 that add together 3 whole numbers (use objects and drawings)</p>				<p>Solve this type of problem using objects, drawings, and equations with symbols for the unknown</p>
<p>NC.1.NBT.4 NC.1.NBT.5 NC.1.NBT.6</p>					<p>Within 100: -Add 2-digit to 1-digit numbers and 2-digit numbers to multiples of ten -Mentally \pm 10 to 2-digit numbers -Subtract multiples of ten from multiples of ten</p>			

<p>NC.1.G.1 NC.1.G.2</p>						<p>Create and build shapes using defining attributes</p> <p>Make composite shapes and name components</p>		
<p>NC.1.G.3 NC.1.MD.3</p>							<p>Partition circles and rectangles into halves and fourths</p> <p>Tell time to the hour and half hour</p>	
<p>NC.1.OA.4</p>								<p>Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.</p>
<p>NC.1.MD.5</p>								<p>Identify quarters, dimes, and nickels and relate their values to pennies.</p>

Note from Cluster 2: Students will gradually take on symbols for the unknown. *The consistent and accurate use of symbols to write number sentences is not expected until mid-year though students were exposed to symbols for the first time at the end of kindergarten. Students will naturally build on their knowledge of symbols for addition, subtraction, and equals to write number sentences, but the primary goal is for students to develop a deep, intuitive understanding of number relationships. It is particularly important for students to see symbols as ways to record these relationships and view the equal sign as meaning “has the same value.” As they internalize the relationships they are learning through language (ex. 4 and 3 is 7; 3 is more than 2) and seeing symbols modeled in connection with other representations they gradually take on symbol use as another way to represent those relationships.*