Lucky to Learn MATH

FIRST GRADE MATH

year-long bundle

This guide will help you navigate the math curriculum resources!

Hi there!

Thank you so much for downloading my 1st Grade Lucky to Learn Math resources! This document will help you get started using the materials.

– Angie

HELPFUL TIPS:

- Download the files to your computer. Open the **PDF files with Adobe Reader**. If you do not have the most current version of Adobe Reader installed, you can get it for free here.
- This navigation page will be useful if you would like to download lesson by lesson. You can use the bundling tool (pink paperclip icon) to bundle printable resources.
- There are both PDF and PowerPoint versions of the teaching slides. PowerPoint versions should not be bundled, or they will be converted to PDF.
- If you would like to use the slides on Google Slides, download the PowerPoint version and upload to your Google Drive.

RELATED BLOG POSTS:

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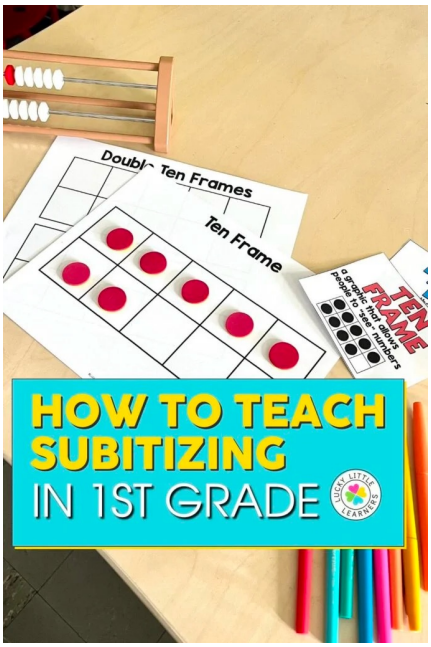

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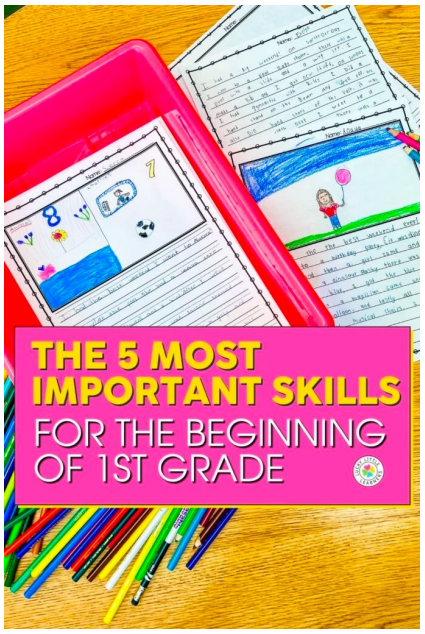

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Why?
Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum. Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

1 Is your current math curriculum dull and lifeless?

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

2 Looking for resources that are easy to prep?

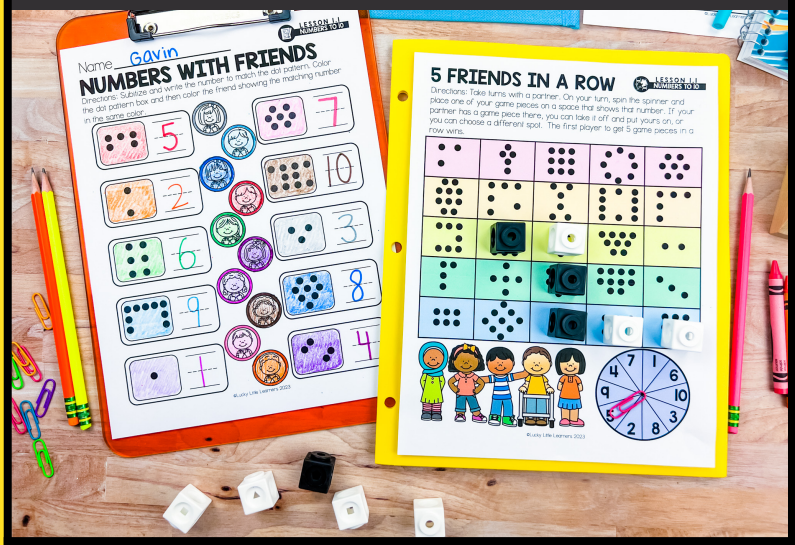
The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

3 Wanting your students to love math?

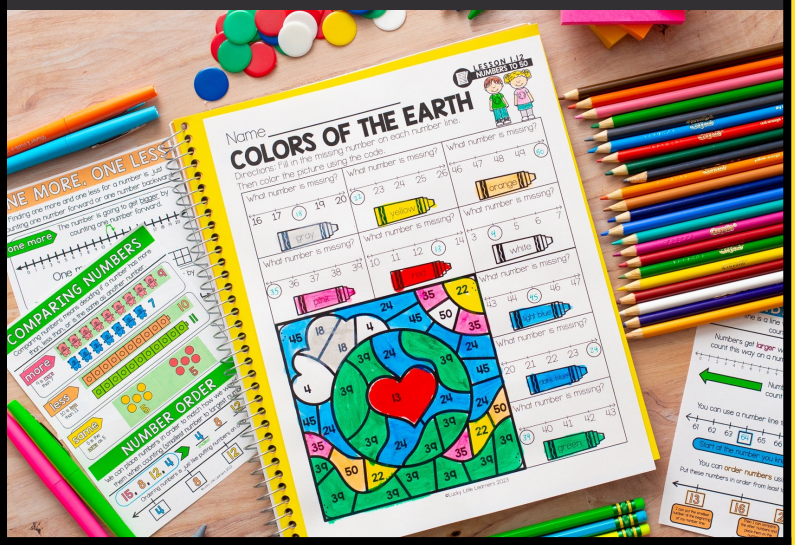
The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

PERFECT FOR...

Math block

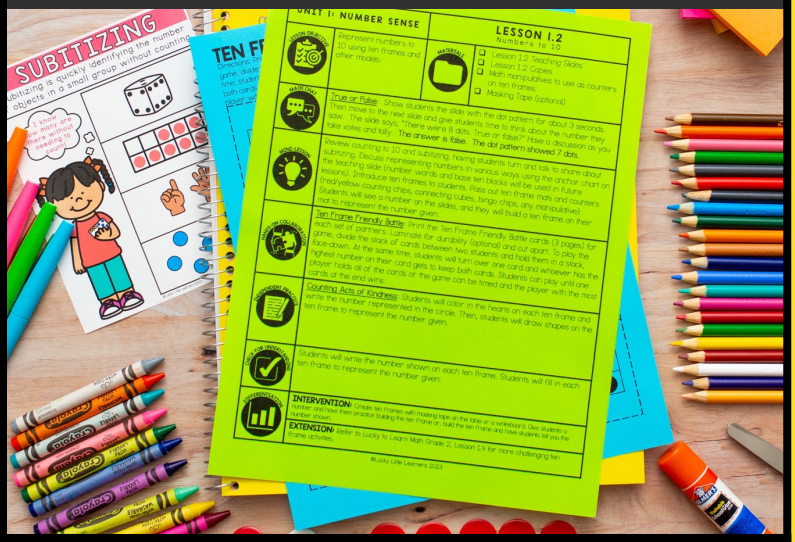


Supplemental practice



Hands-on learning

Easy lesson planning



Number talks

Themed units

LUCKY TO LEARN MATH

- - - - - FIRST GRADE - - - -

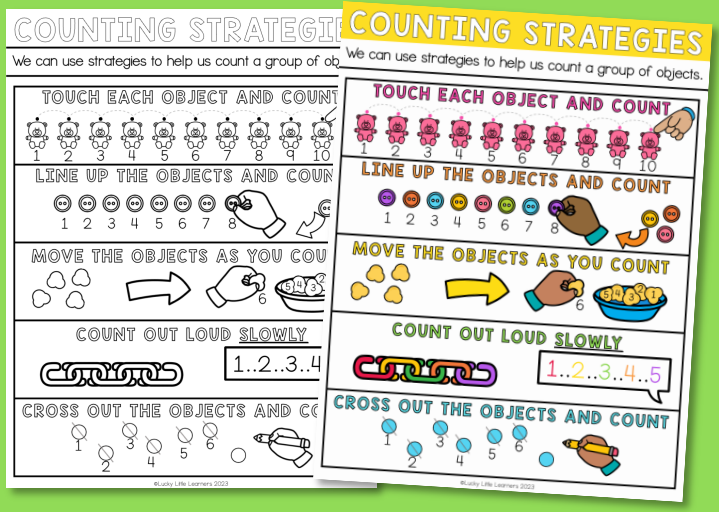
1st GRADE MATH UNITS	UNIT LENGTH
Unit 1: Number Sense	20 lessons
Unit 2: Addition to 20	20 lessons
Unit 3: Subtraction Within 20	20 lessons
Unit 4: Place Value to 120	20 lessons
Unit 5: Geometry	15 lessons
Unit 6: Measurement	10 lessons
Unit 7: Money	10 lessons
Unit 8: Time	10 lessons
Unit 9: Graphing & Data	15 lessons
Unit 10: End of Year Review	15 lessons

CURRICULUM INCLUDES:

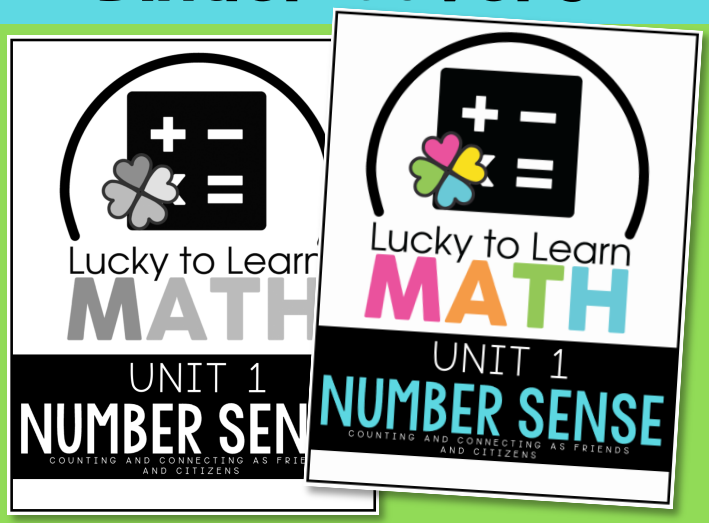
✓ Unit overviews	✓ Lesson plans
✓ Pre-assessments	✓ Teaching slides
✓ Post-assessments	✓ Themed unit & lessons
✓ Anchor charts	✓ Math chats (Number talks)
✓ Craftivities	✓ Mini lessons
✓ Checks for understanding	✓ Collaborations
✓ Hands-on practice	✓ Independent Practice

UNIT MATERIALS

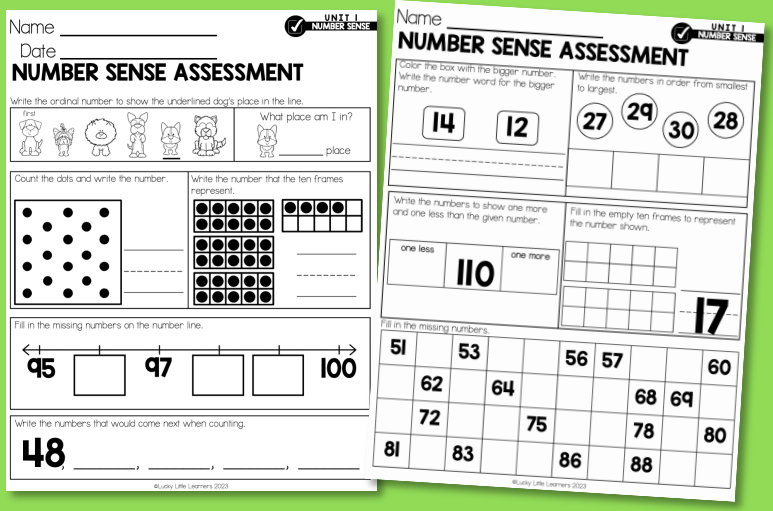
Anchor Charts



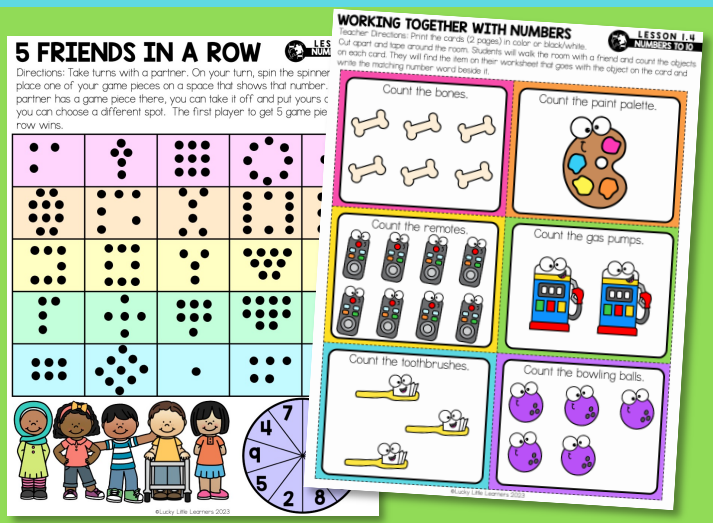
Binder covers



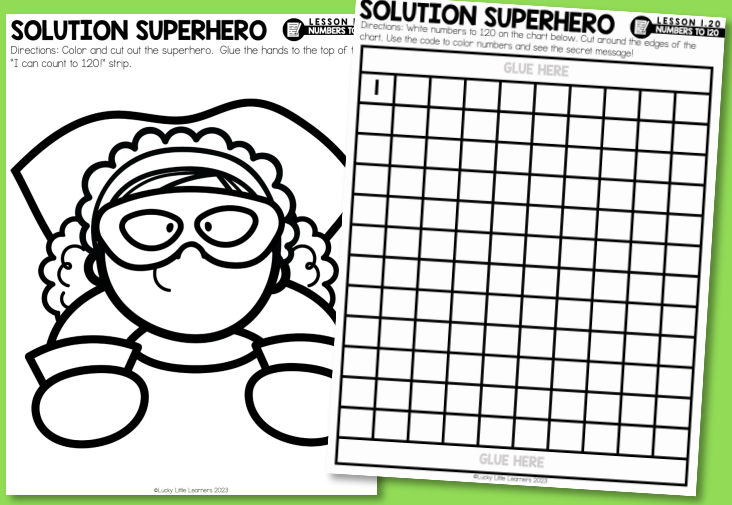
Unit Assessments



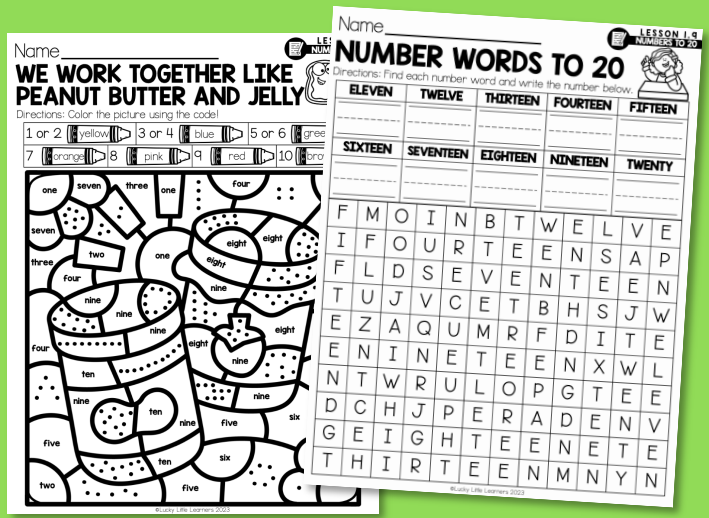
Collaborative Games



Craftivities

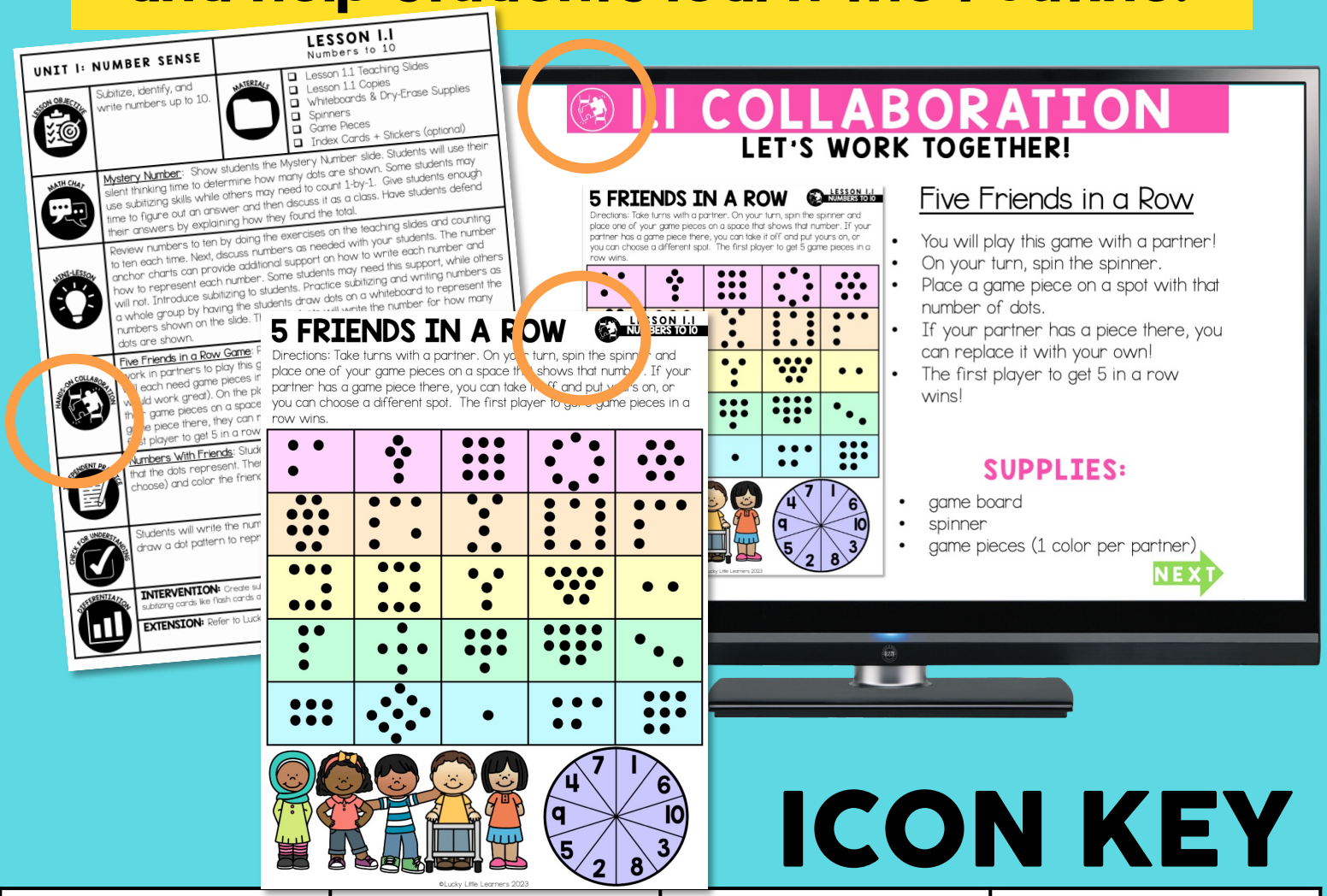


Independent Work



MATH UNIT ICONS

These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!



ICON KEY

OBJECTIVE	MATERIALS	MINI LESSON	MATH CHAT
HANDS-ON COLLABORATION	INDEPENDENT PRACTICE	CHECK FOR UNDERSTANDING	DIFFERENTIATION

LESSON PLANS

Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Skill-focused mini lesson

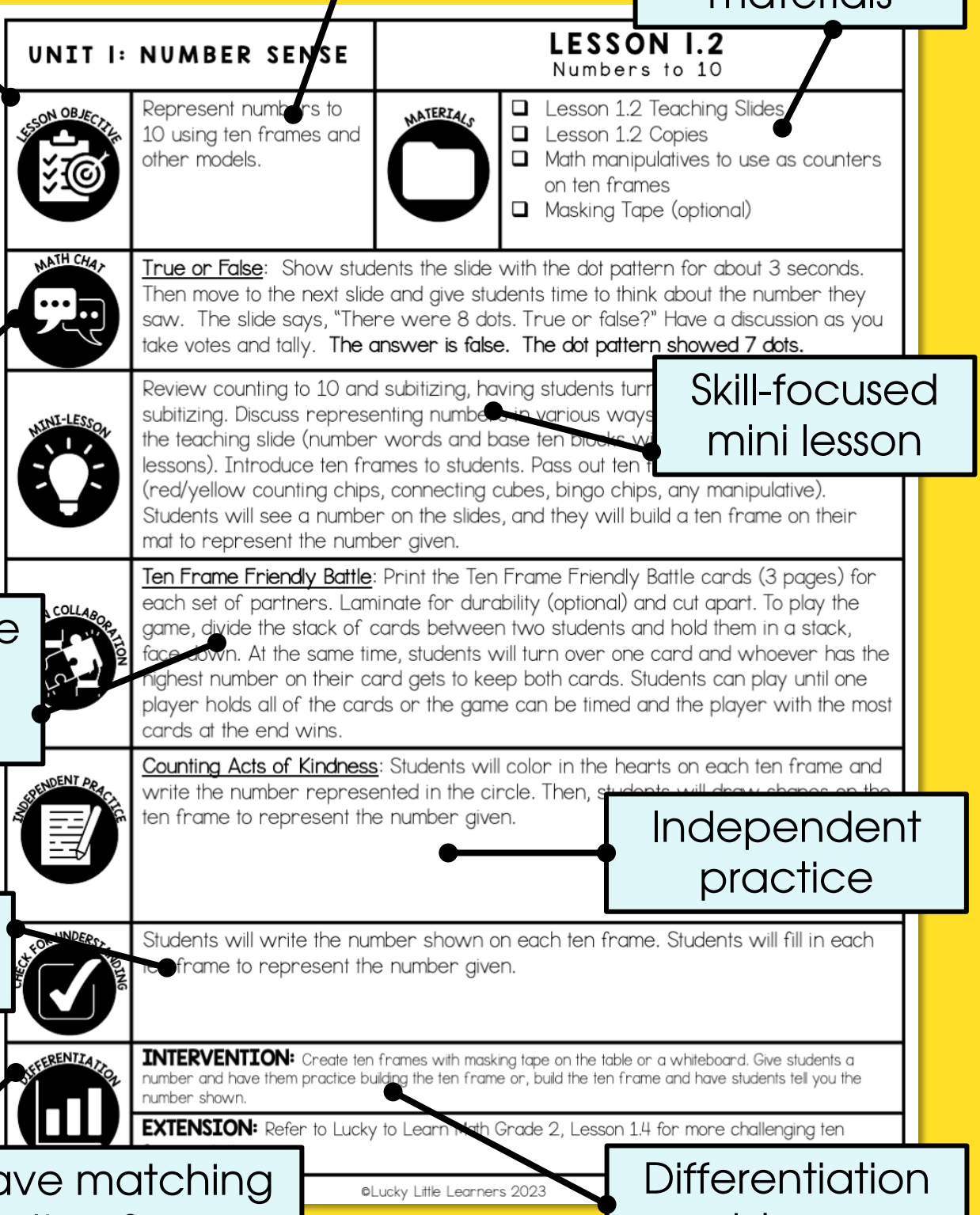
Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas



UNIT 1: NUMBER SENSE

LESSON 1.2
Numbers to 10

LESSON OBJECTIVE
Represent numbers to 10 using ten frames and other models.

MATERIALS
- ❑ Lesson 1.2 Teaching Slides
- ❑ Lesson 1.2 Copies
- ❑ Math manipulatives to use as counters on ten frames
- ❑ Masking Tape (optional)

MATH CHAT
True or False: Show students the slide with the dot pattern for about 3 seconds. Then move to the next slide and give students time to think about the number they saw. The slide says, "There were 8 dots. True or false?" Have a discussion as you take votes and tally. **The answer is false. The dot pattern showed 7 dots.**

MINI-LESSON
Review counting to 10 and subitizing, having students turn
subitizing. Discuss representing numbers in various ways
the teaching slide (number words and base ten blocks w
lessons). Introduce ten frames to students. Pass out ten f
(red/yellow counting chips, connecting cubes, bingo chips, any manipulative).
Students will see a number on the slides, and they will build a ten frame on their mat to represent the number given.

COLLABORATION
Ten Frame Friendly Battle: Print the Ten Frame Friendly Battle cards (3 pages) for each set of partners. Laminate for durability (optional) and cut apart. To play the game, divide the stack of cards between two students and hold them in a stack, face down. At the same time, students will turn over one card and whoever has the highest number on their card gets to keep both cards. Students can play until one player holds all of the cards or the game can be timed and the player with the most cards at the end wins.

INDEPENDENT PRACTICE
Counting Acts of Kindness: Students will color in the hearts on each ten frame and write the number represented in the circle. Then, students will draw shapes on the ten frame to represent the number given.

CHECK FOR UNDERSTANDING
Students will write the number shown on each ten frame. Students will fill in each ten frame to represent the number given.

DIFFERENTIATION
INTERVENTION: Create ten frames with masking tape on the table or a whiteboard. Give students a number and have them practice building the ten frame or, build the ten frame and have students tell you the number shown.

EXTENSION: Refer to Lucky to Learn Math Grade 2, Lesson 1.4 for more challenging ten

TEACHING SLIDES

Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

MINI LESSONS

I.13 MINI-LESSON

LET'S REVIEW!

STEP TWO: Cut out each row going across. Start cutting at 0 and move across to 10, making a strip of paper.

0	1	2	3	4	5	6	7	8	9	10	glue
11	12	13	14	15	16	17	18	19	20		glue
21	22	23	24	25	26	27	28	29	30		glue
31	32	33	34	35	36	37	38	39	40		glue
41	42	43	44	45	46	47	48	49	50		

Leave the glue tab on

0 1 2 3 4

NUMBER LINE TO 50

LESSON I.12 NUMBERS TO 50

Directions: Cut around the border of the 50 chart. Next, cut out each row going across. Connect the rows by gluing them together using the glue tab.

0	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	

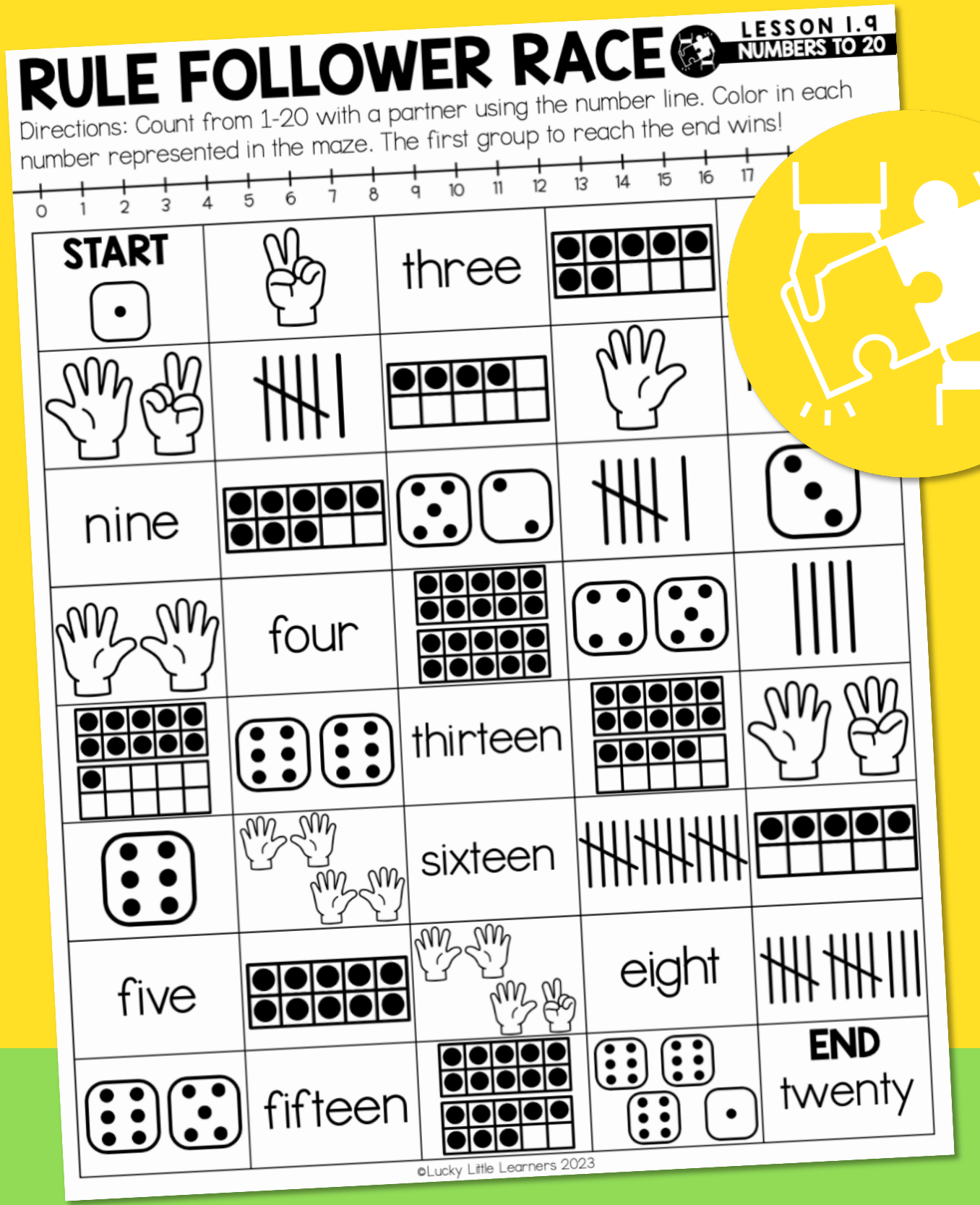
MBER LINE TO 50

LESSON I.12 NUMBERS TO 50

ions: Cut around the border of the 50 chart. Next, cut out each row g across. Connect the rows by gluing them together using the glue tab.

Provides instruction & scaffolded practice with the skill.

COLLABORATION



Hands-on activities for students to practice the skill in fun ways with partners and groups

INDEPENDENT WORK

Name _____

LESSON 1.5
NUMBERS TO 10

COUNTING ON EMOTIONS

Directions: Write numbers for one more and one less. Then, color the emotion shown.

one less		one more
	7	

Color the Emotion:	sad	happy	mad

one less		one more
	1	

Color the Emotion:	sad	happy	mad

one less		one more
	4	

Color the Emotion:	sad	happy	mad

one less		one more
	9	

Color the Emotion:	sad	happy	mad

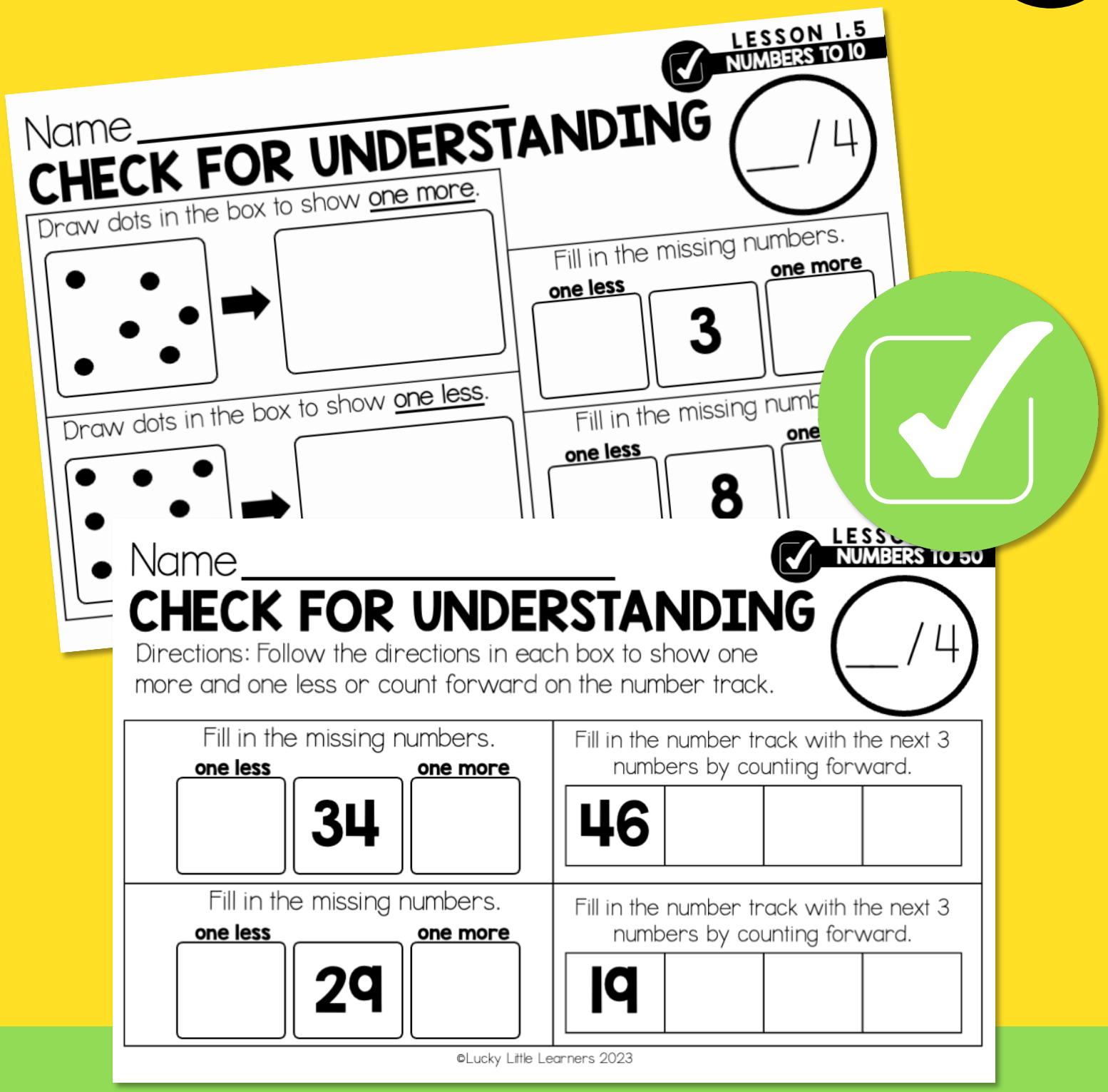
Directions: Fill in the numbers to count forward to ten.

3							

6							

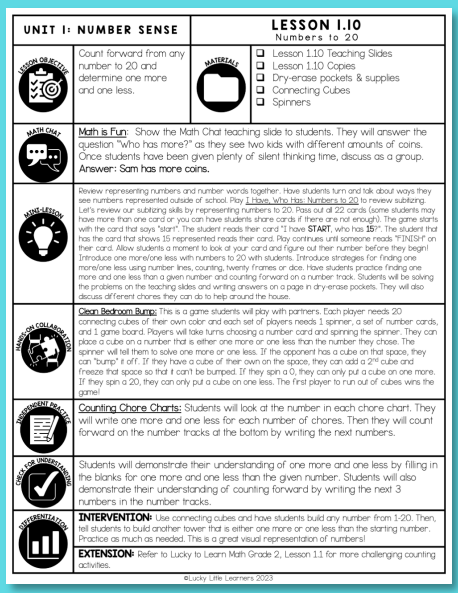
Worksheets that align with the lesson theme provide opportunities for student independence and mastery.

CHECK UNDERSTANDING



Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

EXAMPLE MATERIALS



UNIT 1: NUMBER SENSE

LESSON 1.10
Numbers to 20

LESSON OBJECTIVE: Count forward from any number to 20 and determine one more and one less.

MATERIALS:
- Lesson 1.10 Teaching Slides
- Lesson 1.10 Copies
- Dry-erase pockets & supplies
- Connecting Cubes
- Spinners

MATH CHAT: Math is Fun: Show the Math Chat teaching slide to students. They will answer the question "Who has more?" as they see two kids with different amounts of coins. Once students have been given plenty of silent thinking time, discuss as a group. **Answer: Sam has more coins.**

MINI-LESSON: Review representing numbers and number words together. Have students turn and talk about ways they see numbers represented outside of school. Play I Have, Who Has: Numbers to 20 to review subitizing. Let's review our subitizing skills by representing numbers to 20. Pass out all 22 cards (some students may have more than one card or you can have students share cards if there are not enough). The game starts with the card that says "start". The student reads their card "I have **START**, who has **15**?". The student that has the card that shows 15 represented reads their card. Play continues until someone reads "FINISH" on their card. Allow students a moment to look at your card and figure out their number before they begin! Introduce one more/one less with numbers to 20 with students. Introduce strategies for finding one more/one less using number lines, counting, twenty frames or dice. Have students practice finding one more and one less than a given number and counting forward on a number track. Students will be solving the problems on the teaching slides and writing answers on a page in dry-erase pockets. They will also discuss different chores they can do to help around the house.

HANDS-ON COLLABORATION: Clean Bedroom Bump: This is a game students will play with partners. Each player needs 20 connecting cubes of their own color and each set of players needs 1 spinner, a set of number cards, and 1 game board. Players will take turns choosing a number card and spinning the spinner. They can place a cube on a number that is either one more or one less than the number they chose. The spinner will tell them to solve one more or one less. If the opponent has a cube on that space, they can "bump" it off. If they have a cube of their own on the space, they can add a 2nd cube and freeze that space so that it can't be bumped. If they spin a 0, they can only put a cube on one more. If they spin a 20, they can only put a cube on one less. The first player to run out of cubes wins the game!

INDEPENDENT PRACTICE: Counting Chore Charts: Students will look at the number in each chore chart. They will write one more and one less for each number of chores. Then they will count forward on the number tracks at the bottom by writing the next numbers.

CHECK FOR UNDERSTANDING: Students will demonstrate their understanding of one more and one less by filling in the blanks for one more and one less than the given number. Students will also demonstrate their understanding of counting forward by writing the next 3 numbers in the number tracks.

REMEDIATION/EXTENSION: **INTERVENTION:** Use connecting cubes and have students build any number from 1-20. Then, tell students to build another tower that is either one more or one less than the starting number. Practice as much as needed. This is a great visual representation of numbers!

EXTENSION: Refer to Lucky to Learn Math Grade 2, Lesson 1.1 for more challenging counting activities.

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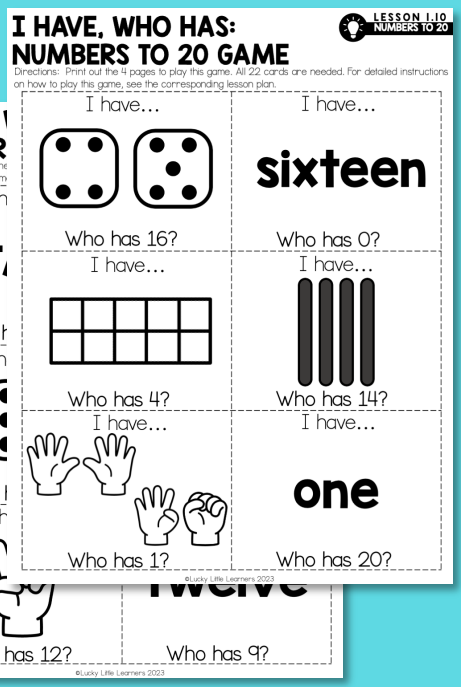

I HAVE, WHO HAS: NUMBERS TO 20 GAME

LESSON 1.10
NUMBERS TO 20

Directions: Print out the 4 pages to play this game. All 22 cards are needed. For detailed instructions on how to play this game, see the corresponding lesson plan.

I have...	I have...
Who has 16?	Who has 0?
I have...	I have...
Who has 4?	Who has 14?
I have...	I have...
Who has 1?	Who has 20?

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I HAVE, WHO HAS: NUMBER

Directions: Print out the on how to play this gam

ST

Who h

I h

Who h

I h

Who has 12?

Who has 9?

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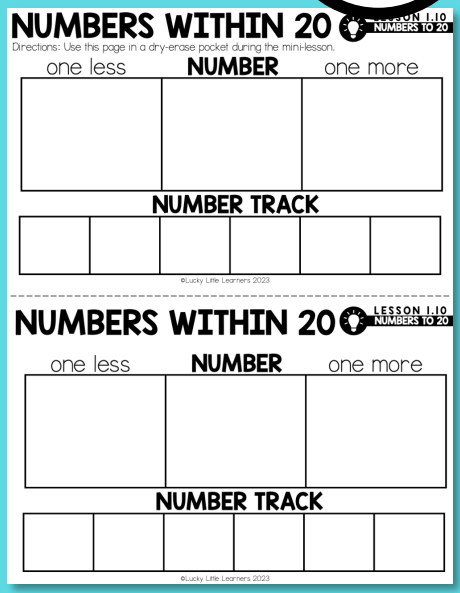

NUMBERS WITHIN 20

LESSON 1.10
NUMBERS TO 20

Directions: Use this page in a dry-erase pocket during the mini-lesson.

one less	NUMBER	one more

NUMBER TRACK

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NUMBERS WITHIN 20

LESSON 1.10
NUMBERS TO 20

one less	NUMBER	one more

NUMBER TRACK

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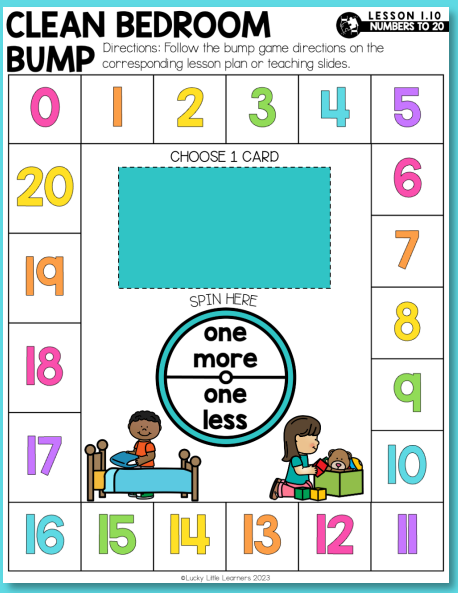

CLEAN BEDROOM BUMP

LESSON 1.10
NUMBERS TO 20

Directions: Follow the bump game directions on the corresponding lesson plan or teaching slides.

0	1	2	3	4	5
20	CHOOSE 1 CARD				6
19					7
18	SPIN HERE	one more / one less			8
17					9
16	15	14	13	12	10
					11

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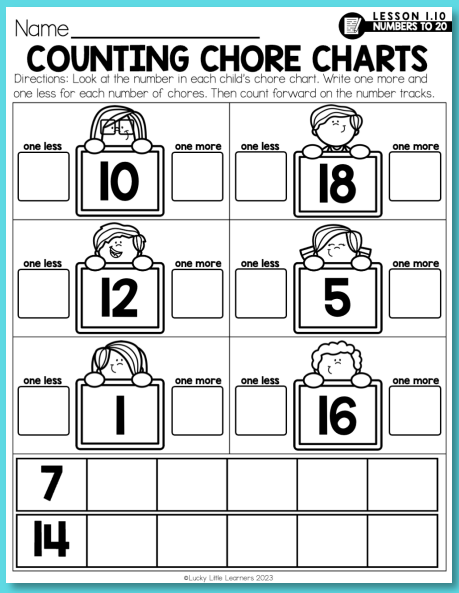

Name _____

COUNTING CHORE CHARTS

LESSON 1.10
NUMBERS TO 20

Directions: Look at the number in each child's chore chart. Write one more and one less for each number of chores. Then count forward on the number tracks.

one less		one more	one less		one more
	10			18	
	12			5	
	1			16	
7					
14					

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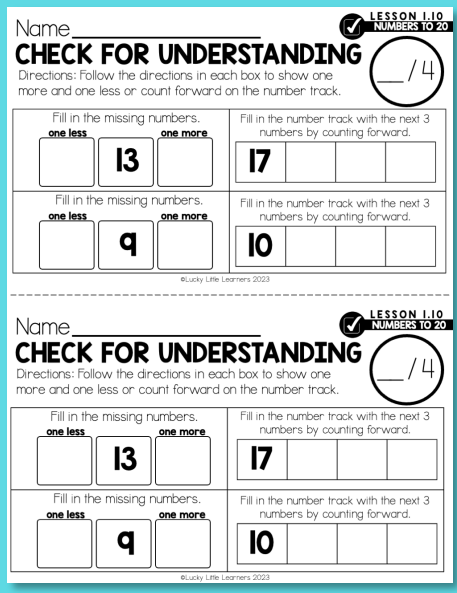

Name _____

CHECK FOR UNDERSTANDING

LESSON 1.10
NUMBERS TO 20

Directions: Follow the directions in each box to show one more and one less or count forward on the number track.

__/4

Fill in the missing numbers.	Fill in the number track with the next 3 numbers by counting forward.
one less: ___ 13 ___ one more	17 ___ ___ ___
one less: ___ 9 ___ one more	10 ___ ___ ___

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Name _____

CHECK FOR UNDERSTANDING

LESSON 1.10
NUMBERS TO 20

Directions: Follow the directions in each box to show one more and one less or count forward on the number track.

__/4

Fill in the missing numbers.	Fill in the number track with the next 3 numbers by counting forward.
one less: ___ 13 ___ one more	17 ___ ___ ___
one less: ___ 9 ___ one more	10 ___ ___ ___

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MATH CHAT EXPECTATIONS

1 **BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.

2 **THINKING TIME**
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.

3 **TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!

4 **STRATEGIES**
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.

5 **LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

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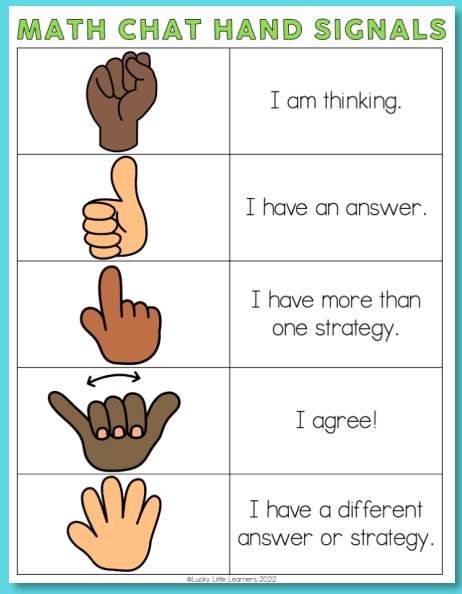

MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

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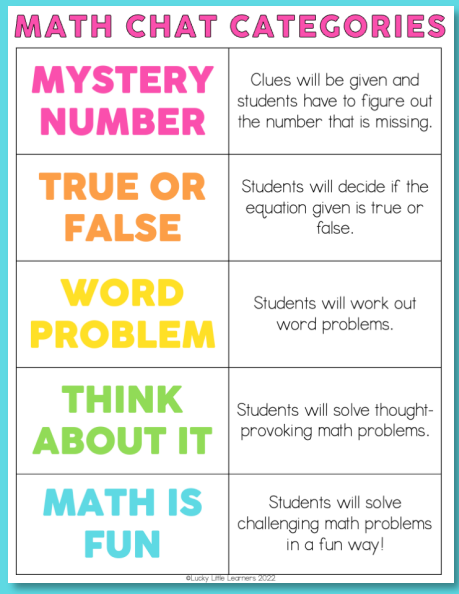

MATH CHAT CATEGORIES

MYSTERY NUMBER	Clues will be given and students have to figure out the number that is missing.
TRUE OR FALSE	Students will decide if the equation given is true or false.
WORD PROBLEM	Students will work out word problems.
THINK ABOUT IT	Students will solve thought-provoking math problems.
MATH IS FUN	Students will solve challenging math problems in a fun way!

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NUMBER SENSE

UNIT OVERVIEW

WEEK ONE	
LESSON 1.1	I can subitize, identify, and write numbers up to 10.
LESSON 1.2	I can represent numbers to 10 using ten frames and other models.
LESSON 1.3	I can put numbers up to 10 in order and use ordinal numbers.
LESSON 1.4	I can write number words up to 10 and count using 1-to-1 correspondence.
LESSON 1.5	I can count forward from any number up to 10 and determine one more and one less.
WEEK TWO	
LESSON 1.6	I can subitize, identify, and write numbers up to 20.
LESSON 1.7	I can represent numbers to 20 using twenty frames and other models.
LESSON 1.8	I can put numbers in order and count up to 20.
LESSON 1.9	I can write number words and represent numbers up to 20.
LESSON 1.10	I can count forward from any number up to 20 and determine one more and one less.
WEEK THREE	
LESSON 1.11	I can count on a number chart up to 50.
LESSON 1.12	I can use number lines up to 50.
LESSON 1.13	I can put numbers in order and count up to 50.
LESSON 1.14	I can write number words and represent numbers up to 50.
LESSON 1.15	I can count forward from any number up to 50 and determine one more and one less.
WEEK FOUR	
LESSON 1.16	I can count on a number chart up to 120.
LESSON 1.17	I can use number lines up to 120.
LESSON 1.18	I can put numbers in order and count up to 120.
LESSON 1.19	I can write number words and compare quantities up to 120.
LESSON 1.20	I can count forward from any number up to 120 and determine one more and one less.

ADDITION

UNIT OVERVIEW

WEEK ONE	
LESSON 2.1	I can understand and write number sentences to show addition.
LESSON 2.2	I can solve addition problems to 10 by counting on.
LESSON 2.3	I can add numbers to 10 using number bonds.
LESSON 2.4	I can add numbers to 10 using ten frames.
LESSON 2.5	I can find the missing addend in addition problems to 10.
WEEK TWO	
LESSON 2.6	I can solve addition problems using friends of 10.
LESSON 2.7	I can solve addition problems to 10 on a number line.
LESSON 2.8	I can use the associative property when adding to 10.
LESSON 2.9	I can solve to create balanced addition equations to 10.
LESSON 2.10	I can solve word problems using addition to 10.
WEEK THREE	
LESSON 2.11	I can solve addition problems to 20 using part-part-whole models.
LESSON 2.12	I can solve addition problems to 20 using bar models.
LESSON 2.13	I can solve addition problems to 20 using the count-on strategy.
LESSON 2.14	I can solve addition problems to 20 using the doubles strategy.
LESSON 2.15	I can solve addition problems to 20 using the near doubles strategy.
WEEK FOUR	
LESSON 2.16	I can solve addition problems to 20 using the make-ten strategy.
LESSON 2.17	I can solve addition problems to 20 using the commutative property.
LESSON 2.18	I can solve addition problems to 20 using a number line.
LESSON 2.19	I can add 3 numbers up to 20 using the associative property.
LESSON 2.20	I can solve word problems using addition to 20.

SUBTRACTION

UNIT OVERVIEW

WEEK ONE	
LESSON 3.1	I can understand and write number sentences to show subtraction.
LESSON 3.2	I can solve subtraction problems within 10 by counting back.
LESSON 3.3	I can subtract numbers within 10 using number bonds.
LESSON 3.4	I can solve subtraction problems within 10 on a number line.
LESSON 3.5	I can solve subtraction problems within 10 using manipulatives.
WEEK TWO	
LESSON 3.6	I can solve subtraction problems within 20 using the count-back strategy.
LESSON 3.7	I can solve subtraction problems within 20 on a number line.
LESSON 3.8	I can solve subtraction problems within 20 using the count-up strategy.
LESSON 3.9	I can find the missing subtrahend in subtraction problems within 20.
LESSON 3.10	I can solve to create balanced subtraction equations within 20.
WEEK THREE	
LESSON 3.11	I can solve subtraction problems within 20 using the doubles strategy.
LESSON 3.12	I can solve subtraction problems from 20 using the near doubles strategy.
LESSON 3.13	I can solve subtraction problems within 20 using the make-ten strategy.
LESSON 3.14	I can solve subtraction problems by subtracting 0 or the same number.
LESSON 3.15	I can solve word problems using subtraction within 20.
WEEK FOUR	
LESSON 3.16	I can solve and create fact families using addition and subtraction.
LESSON 3.17	I can solve and create fact families using addition and subtraction.
LESSON 3.18	I can solve word problems using addition and subtraction within 20.
LESSON 3.19	I can solve to create balanced addition and subtraction equations within 20.
LESSON 3.20	I can solve addition and subtraction problems within 20.

PLACE VALUE

UNIT OVERVIEW

WEEK ONE	
LESSON 4.1	I can count to 120 on a chart by 1s and 10s.
LESSON 4.2	I can build numbers up to 50 with base ten blocks.
LESSON 4.3	I can represent amounts of tens and ones in numbers up to 50.
LESSON 4.4	I can read and write numbers up to 50 in standard and expanded form.
LESSON 4.5	I can read and write numbers up to 50 in standard, expanded, word, and base ten form.
WEEK TWO	
LESSON 4.6	I can build numbers up to 120 with base ten blocks.
LESSON 4.7	I can represent amounts of tens and ones in numbers up to 120.
LESSON 4.8	I can read and write numbers up to 120 in standard and expanded form.
LESSON 4.9	I can read and write numbers up to 120 in standard, expanded, word, and base ten form.
LESSON 4.10	I can compare numbers to 120 using the symbols <, =, and >.
WEEK THREE	
LESSON 4.11	I can use mental math to add and subtract 1 and 10 with numbers up to 120.
LESSON 4.12	I can add multiples of ten to a 2-digit number with manipulatives.
LESSON 4.13	I can add tens and ones to a 2-digit number.
LESSON 4.14	I can subtract multiples of ten from a 2-digit number.
LESSON 4.15	I can add and subtract multiples of ten to solve word problems.
WEEK FOUR	
LESSON 4.16	I can skip count by 2s and 5s.
LESSON 4.17	I can determine the value of a digit in numbers up to 120.
LESSON 4.18	I can represent numbers in a variety of ways.
LESSON 4.19	I can order numbers up to 120.
LESSON 4.20	I can read, represent, and compare numbers up to 120 using my understanding of place value.

GEOMETRY & FRACTIONS

UNIT OVERVIEW

WEEK ONE	
LESSON 5.1	I can identify 2D shapes based on given attributes.
LESSON 5.2	I can identify and describe 2D shapes.
LESSON 5.3	I can construct 2D shapes.
LESSON 5.4	I can classify and sort 2D shapes.
LESSON 5.5	I can identify and draw 2D shapes based on given attributes.
WEEK TWO	
LESSON 5.6	I can identify 3D shapes based on given attributes.
LESSON 5.7	I can identify and describe 3D shapes.
LESSON 5.8	I can construct 3D shapes.
LESSON 5.9	I can classify and sort 3D shapes.
LESSON 5.10	I can identify 3D shapes based on given attributes.
WEEK THREE	
LESSON 5.11	I can identify equal and unequal parts.
LESSON 5.12	I can identify fractions and partition shapes into halves.
LESSON 5.13	I can identify fractions and partition shapes into fourths/quarters.
LESSON 5.14	I can identify fractions and partition shapes into equal shares.
LESSON 5.15	I can identify 2D and 3D shapes. I can describe equal shares.

MEASUREMENT

UNIT OVERVIEW

WEEK ONE	
LESSON 6.1	I can describe measurable attributes of objects.
LESSON 6.2	I can compare the measurable attributes of two objects.
LESSON 6.3	I can compare and order the lengths of three objects.
LESSON 6.4	I can measure length using non-standard units of measurement.
LESSON 6.5	I can measure and compare lengths using non-standard units of measurement.
WEEK TWO	
LESSON 6.6	I can measure length using non-standard units of measurement.
LESSON 6.7	I can estimate and measure length using non-standard units of measurement.
LESSON 6.8	I can measure, compare, and order lengths of objects using non-standard units of measurement.
LESSON 6.9	I can make and use my own measuring tools.
LESSON 6.10	I can measure length using non-standard units of measurement.

MONEY

UNIT OVERVIEW

WEEK ONE	
LESSON 7.1	I can identify and count pennies.
LESSON 7.2	I can identify and count nickels and pennies.
LESSON 7.3	I can identify and count dimes and pennies.
LESSON 7.4	I can identify quarters and compare the values of coins.
LESSON 7.5	I can classify and count mixed coins.
WEEK TWO	
LESSON 7.6	I can solve money-related word problems within 20¢.
LESSON 7.7	I can solve money-related word problems within 99¢.
LESSON 7.8	I can identify and classify earning, spending, saving, and giving.
LESSON 7.9	I can identify and classify needs and wants.
LESSON 7.10	I can identify and count money. I can show my understanding of financial literacy.

TIME

UNIT OVERVIEW

WEEK ONE	
LESSON 8.1	I can understand the concept of time within the calendar (days, weeks, months).
LESSON 8.2	I can understand the concept of time within a day (seconds, minutes, hours).
LESSON 8.3	I can sort and classify daily activities by A.M. and P.M.
LESSON 8.4	I can identify the parts of a digital and analog clock.
LESSON 8.5	I can tell time to the hour.
WEEK TWO	
LESSON 8.6	I can tell time to the hour.
LESSON 8.7	I can tell time to the half-hour.
LESSON 8.8	I can tell time to the half-hour.
LESSON 8.9	I can make real-world connections relating to time.
LESSON 8.10	I can tell and write the time on digital and analog clocks.

GRAPHS & DATA

UNIT OVERVIEW

WEEK ONE	
LESSON 9.1	I can collect and compare data.
LESSON 9.2	I can collect, sort, and organize data.
LESSON 9.3	I can collect, sort, and organize data using tally marks.
LESSON 9.4	I can answer questions about data.
LESSON 9.5	I can generate and answer questions about data.
WEEK TWO	
LESSON 9.6	I can read and create horizontal pictographs to represent data.
LESSON 9.7	I can read and create horizontal pictographs to represent data.
LESSON 9.8	I can read and create vertical pictographs to represent data.
LESSON 9.9	I can read and create vertical pictographs to represent data.
LESSON 9.10	I can read and create vertical bar graphs to represent data.
WEEK THREE	
LESSON 9.11	I can read and create vertical bar graphs to represent data.
LESSON 9.12	I can read and create horizontal bar graphs to represent data.
LESSON 9.13	I can read and create horizontal bar graphs to represent data.
LESSON 9.14	I can create bar graphs and pictographs to represent data.
LESSON 9.15	I can solve problems using data within graphs.

MATH REVIEW

UNIT OVERVIEW

WEEK ONE	
LESSON 10.1	I can count and model numbers within 120.
LESSON 10.2	I can add numbers within 20.
LESSON 10.3	I can subtract numbers within 20.
LESSON 10.4	I can read and write numbers up to 120 in a variety of ways.
LESSON 10.5	I can represent, compare, and order numbers up to 120.
WEEK TWO	
LESSON 10.6	I can identify 2D and 3D shapes. I can describe equal shares.
LESSON 10.7	I can measure length using non-standard units of measurement.
LESSON 10.8	I can identify and count money. I can show my understanding of financial literacy.
LESSON 10.9	I can tell and write the time on digital and analog clocks.
LESSON 10.10	I can solve problems using data within graphs.
WEEK THREE	
LESSON 10.11	I can solve mixed addition and subtraction word problems within 20.
LESSON 10.12	I can solve mixed addition and subtraction word problems within 100.
LESSON 10.13	I can use models to add 2-digit numbers.
LESSON 10.14	I can demonstrate my understanding of 1st grade math concepts by solving a variety of math problems.
LESSON 10.15	I can demonstrate my understanding of 1st grade math concepts by solving a variety of math problems.

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Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 600 resources and is one of the top primary sellers on Teachers Pay Teachers.

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