

Grade 1 SPED Mathematics Curriculum Guide

Grade Level/Course Title: Grade 1		Trimester 1	Academic Year: 2014-2015	
Grade Level Mathematics Focus: In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.				
Essential Questions for this Unit: 1. How can students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers? 2. How can students use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations?				
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources
(Aug.-Oct.) Unit 1: Addition and Subtraction Strategies and Facts (Approx. 50 days)	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.	<ul style="list-style-type: none"> Counting forward and backward by ones Write numbers to represent quantities Compare numbers Use the number line to solve number line problems Using bar models to solve problems 	<p style="text-align: center;">Chapter 1 (25 days)</p> <p>Lesson 1-1: Add with Zero Lesson 1-2: Count On Lesson 1-3: Model Addition Lesson 1-4: Sums of 11 to 15 Progress Check 1 Replay Lesson 1-5: Sums of 16 to 20 Lesson 1-6: Doubles Lesson 1-7: Add Tens Progress Check 2 Review Assessment</p> <p>Use throughout Unit as needed: Subitizing [L] Decomposition [L] Bar Models [L] Number Lines [L] Ten Frames [L] Ten Frames [GMR] Side-by-side [L] Number Match [L] Number Books [CP] Book [L] Number Books [L] Complements for Numbers to Ten [L]</p>
	1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		
	1.OA.3	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)		
	1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.		

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Essential Questions for this Unit: (continued from page 1)				
3. How can students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two)?				
4. How can students use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20?				
5. How can students, by comparing a variety of solution strategies, build their understanding of the relationship between addition and subtraction?				
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources
(Aug.-Oct.)	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	<ul style="list-style-type: none"> Counting forward and backward by ones Write numbers to represent quantities Compare numbers Use the number line to solve number line problems Using bar models to solve problems 	<p style="text-align: center;">Chapter 2 (25 days)</p> <p>Lesson 2-1: Count Back Lesson 2-2: Use Pictures Lesson 2-3: Use Counters Lesson 2-4: Use Number Lines Progress Check 1 Replay Lesson 2-5: Use Fact Families Lesson 2-6: Subtract Tens Lesson 2-7: Use a Hundred Chart Progress Check 2 Review Assessment</p> <p>Use throughout Unit as needed: Fluency to Five (or Ten) [L] Working with Unknowns [L] Subitizing [L] Decomposition [L] Bar Models [L] Number Lines [L] Ten Frames [L] Ten Frames [GMR] Side-by-side [L] Number Match [L] Number Books [CP] Book [L] Number Books [L] Complements for Numbers to Ten [L]</p>
Unit 1: (Continued)	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		
Addition and Subtraction Strategies and Facts	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.		
(Approx. 50 days)	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</i>		

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Essential Questions for this Unit: 1. How can students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10? 2. How can students compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes? 3. How can students think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones)? 4. How can students, through activities that build number sense, understand the order of the counting numbers and their relative magnitudes?				
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources
(Nov.-Dec.) Unit 2: (Continued) Addition and Subtraction	1.NBT.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	<ul style="list-style-type: none"> Decomposition of 2-digit whole numbers by tens and ones Inverse relationship between addition and subtraction 	<p align="center"><u>Chapter 3 (30 days)</u></p> <p>Lesson 3-1: Count On to the Next Ten Lesson 3-2: Use Ones to Add Lesson 3-3: Use Tens to Add Lesson 3-4: Use Tens and Ones to Add Progress Check 1 Replay Lesson 3-5: Count Back to the Previous Ten Lesson 3-6: Subtract Using the Ones Place Lesson 3-7: Subtract Using the Tens Place Progress Check 2 Review Assessment</p> <p>Use throughout Unit as needed: Hundreds Chart [GMR] Hundreds Chart (Alternative) [GMR] Tackling the Terrific Teens [L] Working with Teens [L] Adding and Subtracting — Inverse Operations [L] Adding By Finding Tens [L] Fact Families [L] Complements for Numbers to Ten [L] Subtraction — Comparison Model [L] Sums of 10, 100, and 1,000 [L]</p>
	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		
	1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		
(Approx. 30 days)				

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Essential Questions for this Unit:

1. How can students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10?
2. How can students compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes?
3. How can students think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones)?
4. How can students, through activities that build number sense, understand the order of the counting numbers and their relative magnitudes?

Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources
Unit 3: Whole Numbers (Approx. 75 days)	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<ul style="list-style-type: none"> • Decomposition of 2-digit whole numbers by tens and ones • Inverse relationship between addition and subtraction 	<p align="center"><u>Chapter 4 (25 days)</u></p> <p>Lesson 4-1: Numbers 0 to 10 Lesson 4-2: Count Object 0 to 20 Lesson 4-3: Numbers 11 to 15 Lesson 4-4; Numbers 16 to 20 Progress Check 1 Replay Lesson 4-5: Even and Odd Lesson 4-6: Skip Count by Two Lesson 4-7: Skip Count by Fives Progress Check 2 Review Assessment</p> <p>Use throughout Unit as needed: Adding and Subtracting Within 100 [L] Adding and Subtracting — Inverse Operations [L] Adding By Finding Tens [L] Fact Families [L] Complements for Numbers to Ten [L] Subtraction — Comparison Model [L] Sums of 10, 100, and 1,000 [L] Working with Teens [L]</p>
	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		
	1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		

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Essential Questions for this Unit: 1. How can students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10? 2. How can students compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes? 3. How can students think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones)? 4. How can students, through activities that build number sense, understand the order of the counting numbers and their relative magnitudes?				
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources
(Jan.- March) Unit 3: (Continued) Whole Numbers (Approx. 75 days)	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<ul style="list-style-type: none"> Using decomposition of 2-digit whole numbers by tens and ones to add and subtract Inverse relationship between addition and subtraction Using open number lines to add and subtract Using bar models to add and subtract 	<p align="center">Chapter 5 (25 days)</p> <p>Lesson 5-1: Model Numbers 1 to 20 Lesson 5-2: Model Numbers 1 to 30 Lesson 5-3: Model Numbers 1 to 40 Progress Check 1 Replay Lesson 5-4: Model Numbers 1 to 50 Lesson 5-5: Pennies and Dimes Lesson 5-6: Count Pennies and Dimes Progress Check 2 Replay Review Assessment</p> <p>Use throughout Unit as needed: Adding and Subtracting Within 100 [L] Adding and Subtracting — Inverse Operations [L] Adding By Finding Tens [L] Fact Families [L] Complements for Numbers to Ten [L] Subtraction — Comparison Model [L] Sums of 10, 100, and 1,000 [L] Working with Teens [L]</p>
	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		
	1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		

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Essential Questions for this Unit:					
<ol style="list-style-type: none"> How can students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10? How can students compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes? How can students think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones)? How can students, through activities that build number sense, understand the order of the counting numbers and their relative magnitudes? 					
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources	
(Jan.- March) Unit 3: (Continued) Whole Numbers	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<ul style="list-style-type: none"> Using decomposition of 2-digit whole numbers by tens and ones to add and subtract Inverse relationship between addition and subtraction Using open number lines to add and subtract Using bar models to add and subtract 	Chapter 6 (25 days)	
	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Lesson 6-1: Compare Numbers 1 to 20 Lesson 6-2: Compare Numbers 21 to 30 Lesson 6-3: Compare Numbers 31 to 40 Lesson 6-4: Compare Numbers 41 to 50 Progress Check 1 Replay Lesson 6-5: Estimate a Collection Lesson 6-6: Compare and Order Numbers 0 to 50 Lesson 6-7: Count Number to 100 Lesson 6-8: Compare and Order Number to 100 Progress Check 2 Replay Review Assessment	
	1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		Use throughout Unit as needed: Adding and Subtracting Within 100 [L] Adding and Subtracting — Inverse Operations [L] Adding By Finding Tens [L] Fact Families [L] Complements for Numbers to Ten [L] Subtraction — Comparison Model [L] Sums of 10, 100, and 1,000 [L] Working with Teens [L]	
(Approx. 75 days)					

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<p>Essential Questions for this Unit: 1. How can students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement? (Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.)</p>					
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources	
(April- May) Unit 3: Geometry (Approx. 30 days)	1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	<ul style="list-style-type: none"> Understanding how to measure lengths indirectly and by iterating lengths 	Chapter 7 (15 days)	
	1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>		Lesson 7-1: Curved or Straight Lesson 7-2: Circles Lesson 7-3: Triangles Lesson 7-4: Rectangles Progress Check 1 Replay Lesson 7-5: Squares Lesson 7-6: Same or Different Lesson 7-7: Matching Halvs Progress Check 2 Review Assessment	
	1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.			
	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Use throughout Unit as needed: Geometry and Justifying [L] Measurement in the Primary Grades [L] Graphing in the Primary Grades [L] Decomposing/Recomposing Geometric Shapes [L]	

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<p>Essential Questions for this Unit:</p> <ol style="list-style-type: none"> How can students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes? How can students, as they combine shapes, recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry? 					
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources	
(April- May) Unit 3: (Continued) Geometry (Approx. 30 days)	1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	<ul style="list-style-type: none"> Attributes of two dimensional shapes Decomposition and re-composition of two dimensional shapes Congruence Symmetry 	<p>Chapter 8 (15 days)</p> <p>Lesson 8-1: Create Figures Lesson 8-2: Roll and Stack Lesson 8-3: Spheres Lesson 8-4: Cylinders Progress Check 1 Replay Lesson 8-5: Rectangular Prisms Lesson 8-6: Cubes Lesson 8-7: Same or Different Progress Check 2 Replay Review Assessment</p> <p>Use throughout Unit as needed: Geometry and Justifying [L] Measurement in the Primary Grades [L] Graphing in the Primary Grades [L] Decomposing/Recomposing Geometric Shapes [L]</p>	
	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.			

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Essential Questions for this Unit:					
<ol style="list-style-type: none"> How can students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10? How can students compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes? How can students think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones)? How can students, through activities that build number sense, understand the order of the counting numbers and their relative magnitudes? 					
Unit (Time)	Standard	Standard Description	Content	Triumphs/Resources	
(May - June) Unit 4: Patterns (Approx. 10 days)	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	<ul style="list-style-type: none"> Decomposition by place value as a strategy to add and subtract two digit numbers Beginning understanding of fractional parts and wholes 	Chapter 9 (10 days)	
	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Lesson 9-1: Build with Two-Dimensional Figures Lesson 9-2: Build with Three-Dimensional Figures Progress Check 1 Replay Lesson 9-3: Sequential Patterns Lesson 9-4: Extend Sequential Patterns Progress Check 2 Replay Review Assessment	
	1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		Use throughout Unit as needed: Geometry and Justifying [L] Measurement in the Primary Grades [L] Graphing in the Primary Grades [L] Decomposing/Recomposing Geometric Shapes [L]	