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# Alaska 1 Mathematics

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Alaska                                                    |
| Grade            | 1 (Elementary)                                            |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | Alaska Mathematics Standards                              |
| Issuing agency   | Alaska Department of Education and Early Development      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Counting On

### Unit 3: Strategies for Fluency · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | How does counting help me add and subtract?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Standards          | <p><b>Counting On to Add</b> -&gt; <b>1.OA.5 Alaska Mathematics Standards / Operations and Algebraic Thinking</b> — Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>Adding and Subtracting Within 20</b> -&gt; <b>1.OA.6 Alaska Mathematics Standards / Operations and Algebraic Thinking</b> — Add and subtract using numbers up to 20, demonstrating fluency for addition and subtraction up to 10. Use strategies such as • counting on • making ten (<math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>) • decomposing a number leading to a ten (<math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>) • using the relationship between addition and subtraction, such as fact families, (<math>8 + 4 = 12</math> and <math>12 - 8 = 4</math>) • creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> |
| Learning target    | "I can count on to add and count back to subtract."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Measurable objectives

- Students will relate counting to addition and subtraction.
- Students will demonstrate fluency with facts to 10 by counting on.

#### Success criteria (student-friendly)

- "I start from the bigger number."
- "I count on the smaller."
- "I count back to subtract."

#### Academic vocabulary

count on, count back, start, bigger, fluent

#### Materials and technology

- Number lines
- Counters
- Number cards
- Whiteboards
- Ten-frames

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                         |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up. |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                   |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Multilingual learners  | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.                                                                    |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                                                                                       |

### Assessment and evidence

Observation: child counts on efficiently to add.

### Family communication

Count on from the bigger number when adding at home.

## Day 41 — Adding by Counting On

Week 9, Day 1 · Unit 3 · Standards: 1.OA.5, 1.OA.6

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Counting on.                                        |
| Learning target   | "I can count on to add and count back to subtract." |
| Vocabulary in use | count on, count back, start                         |
| Local date        | _____                                               |

### Learning sequence

Warm-up: counting. Teach: counting on from a number. Explore: number line. Practise: adding. Reflect: strategy named.

### Check for understanding

Student adds by counting on.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Starting From the Bigger Number

Week 9, Day 2 · Unit 3 · Standards: 1.OA.5, 1.OA.6

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Efficiency.                                         |
| Learning target   | "I can count on to add and count back to subtract." |
| Vocabulary in use | count on, count back, start                         |
| Local date        | _____                                               |

### Learning sequence

Warm-up: counting on. Teach: fewer counts from the larger. Explore: comparing. Practise: choosing starts. Reflect: efficiency valued.

### Check for understanding

Student starts counting on from the larger addend.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Counting Back to Subtract

Week 9, Day 3 · Unit 3 · Standards: 1.OA.5, 1.OA.6

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Counting back.                                      |
| Learning target   | "I can count on to add and count back to subtract." |
| Vocabulary in use | count on, count back, start                         |
| Local date        | _____                                               |

### Learning sequence

Warm-up: counting on. Teach: reversing for subtraction. Explore: number line. Practise: subtracting. Reflect: link drawn.

### Check for understanding

Student subtracts by counting back.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Counting Up to Subtract

Week 9, Day 4 · Unit 3 · Standards: 1.OA.5, 1.OA.6

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Counting up as subtraction.                         |
| Learning target   | "I can count on to add and count back to subtract." |
| Vocabulary in use | count on, count back, start                         |
| Local date        | _____                                               |

### Learning sequence

Warm-up: counting back. Teach: counting the gap. Explore: number line. Practise: solving. Reflect: alternative offered.

### Check for understanding

Student subtracts by counting up to the minuend.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Which Way Is Quicker?

Week 9, Day 5 · Unit 3 · Standards: 1.OA.5, 1.OA.6

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Focus             | Strategy selection.                                 |
| Learning target   | "I can count on to add and count back to subtract." |
| Vocabulary in use | count on, count back, start                         |
| Local date        | _____                                               |

### Learning sequence

Warm-up: both methods. Teach: choosing by the numbers. Explore: comparing. Practise: choosing. Reflect: flexibility built.

### Check for understanding

Student selects an efficient counting strategy for a given problem.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Alaska Department of Education and Early Development. Alaska Mathematics Standards. Adopted June 2012. Printed three grades to a page in a table headed "Grade K", "Grade 1" and "Grade 2", so every statement here was taken from the Grade 1 column; the code prefix independently confirms the grade and a disagreement between the two aborts the extraction. THIRTY-ONE CONTENT STANDARDS ARE REGISTERED -- Operations and Algebraic Thinking 9, Number and Operations in Base Ten 6, Measurement and Data 7, Geometry 3 and Counting and Cardinality 6 -- PLUS THE EIGHT STANDARDS FOR MATHEMATICAL PRACTICE, which Alaska publishes separately and which apply at every grade. The practices are registered rather than ignored because the plan teaches all eight as their own strands. ALASKA KEEPS A COUNTING AND CARDINALITY DOMAIN AT GRADE 1, which the Common Core does not: 1.CC.1 to 1.CC.6 cover skip counting, ordinal numbers, ordering to 100, grouping by tens, comparison symbols and estimation. If you are comparing this plan against a Common-Core-aligned one, that domain is the difference. Cluster headings are printed inside the same table cell as the standards and were stripped using the heading list harvested from the document's own overview page. THE EXTRACTION PROVES ITS OWN COMPLETENESS: every Grade 1 code appearing anywhere in the document must be captured, and the run aborts if one is not. That check exists because three standards -- 1.NBT.4, 1.NBT.5 and 1.NBT.6 -- were once missed silently, on a page whose table has no ruling lines around its body cells. THE MAPPING IS HAND-WRITTEN, STANDARD BY STANDARD. Retrieved 2026-07-27 from [https://education.alaska.gov/akstandards/math/adopted\\_math.pdf](https://education.alaska.gov/akstandards/math/adopted_math.pdf)