Montana 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	Montana
Grade	1 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026)
Issuing agency	Montana Office of Public Instruction
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	**Counting On to Add** -> **MT.1.OA.5 Operations and Algebraic Thinking (OA)** — Relate counting to addition and subtraction. **Adding and Subtracting Within 20** -> **MT.1.OA.6 Operations and Algebraic Thinking (OA)** — Flexibly, accurately, and efficiently add and subtract within 10. **MT.1.OA.7 Operations and Algebraic Thinking (OA)** — Use multiple strategies to add and subtract within 20.
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.
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.

Support area	This week's plan
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: MT.1.OA.5, MT.1.OA.6, MT.1.OA.7

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: MT.1.OA.5, MT.1.OA.6, MT.1.OA.7

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: MT.1.OA.5, MT.1.OA.6, MT.1.OA.7

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: MT.1.OA.5, MT.1.OA.6, MT.1.OA.7

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: MT.1.OA.5, MT.1.OA.6, MT.1.OA.7

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

- 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.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Montana Office of Public Instruction. Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026). Codes and statements are transcribed from the MONTANA PK-12 MATHEMATICS CONTENT STANDARDS, whose own cover reads "MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI) ADOPTED 2025 IMPLEMENTED 2026". THIS IS A RECENT CHANGE OF EDITION AND IT MATTERS: OPI's mathematics standards page records the previous 2011 Montana mathematics standards as effective UNTIL JUNE 2026 and this edition as effective FROM JULY 2026, so this is the framework in force for the 2026-27 school year and the 2011 codes are superseded. Codes take the form MT.GRADE.DOMAIN.NUMBER -- the document explains its own scheme, with kindergarten indicated by "K", grades 1-8 by their number and high school by "HS" -- and domains are abbreviated, among them CC counting and cardinality, OA operations and algebraic thinking, NBT number and operations in base ten, MD measurement and data and G geometry. MANY STANDARDS CARRY MONTANA INDIAN EDUCATION FOR ALL CONTENT INSIDE THE STANDARD ITSELF, in the recurring form "This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities". That sentence is part of the standard as printed and is transcribed with it; trimming it to the national Common Core wording would misrepresent what Montana adopted. THIS ENTRY IS THE GRADE 1 SECTION of the Montana PK-12 Mathematics Content Standards, printed page 37-38 under the heading GRADE 1 MATHEMATICS CONTENT STANDARDS, and it registers ALL TWENTY-FOUR GRADE 1 CONTENT STANDARDS -- nine Operations and Algebraic Thinking, six Number and Operations in Base Ten, five Measurement and Data and four Geometry -- TOGETHER WITH ALL SEVEN K-12 MATHEMATICAL PRACTICE STANDARDS, MT.MP.1 to MT.MP.7, which the document states once for every grade rather than repeating per grade. TWO TRANSCRIPTION FAULTS IN THE SOURCE HAD TO BE HANDLED AND BOTH ARE THE DOCUMENT'S, NOT THE READER'S. First, the code for the first geometry standard is printed "(MT.1. G.1)", with a space inside it; a code pattern that did not allow that

space skipped the standard silently, and across the whole document the same fault hides fifty-nine codes including every fraction standard at grades 3 to 5 and every ratio and statistics standard at grades 6 and 7. Second, MT.1.NBT.3 contains a word the PDF's text layer CANNOT SPELL: the connecting word between the comparison symbols is set in a maths italic font whose character map reports every glyph as the word's first letter, so "and" arrives as six identical letters. THE WORD WAS READ FROM THE RENDERED PAGE rather than guessed, and it matters that it was: the same fault appears in eight standards across the document and in three of them the word is "or", not "and", which in a comparison standard is a different requirement. MONTANA'S PRACTICE STANDARDS ARE NOT THE NATIONAL EIGHT. There are seven, two of them -- COLLABORATE MATHEMATICALLY and CULTURALLY CONNECT -- printed with "No corresponding standard" against the national set, and the document's own crosswalk on page 73 is what maps the planner's practice strands onto them. MT.MP.7 asks students to appreciate the role of mathematics in cultural contexts INCLUDING THOSE OF TRIBALLY SPECIFIC MONTANA INDIGENOUS PEOPLES, and several content standards carry Montana Indian Education for All wording inside the standard itself, which is transcribed with it. THE EDITION MATTERS: the cover reads "ADOPTED 2025 IMPLEMENTED 2026", and OPI records the previous 2011 mathematics standards as effective only until June 2026, so this edition is the one in force for the 2026-27 school year. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Math/PK-12%20Montana%20Math%20Standards_PUBLIC.pdf