

# North Dakota 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            | North Dakota                                              |
| Grade            | 1 (Elementary)                                            |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | North Dakota Mathematics Content Standards K-12 (2023)    |
| Issuing agency   | North Dakota Department 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          | <p><b>Counting On to Add -&gt; 1.AR.OA.1 AR</b> — Automatically add and subtract within 10. Develop a flexible understanding of both vertical and horizontal orientation. See Appendix B for recommended automaticity.</p> <p><b>1.AR.OA.4 AR</b> — Solve authentic word problems with addition, including three numbers and unknowns, within 20. Develop a flexible understanding of both vertical and horizontal orientation.</p> <p><b>Adding and Subtracting Within 20 -&gt; 1.AR.OA.1 AR</b> — Automatically add and subtract within 10. Develop a flexible understanding of both vertical and horizontal orientation. See Appendix B for recommended automaticity.</p> <p><b>1.AR.OA.3 AR</b> — Decompose numbers less than or equal to 20 into pairs in more than one way.</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. |

| Support area           | This week's plan                                                                                                                                                                                       |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |
| 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.AR.OA.1, 1.AR.OA.4, 1.AR.OA.3

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| 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.AR.OA.1, 1.AR.OA.4, 1.AR.OA.3

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| 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.AR.OA.1, 1.AR.OA.4, 1.AR.OA.3

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| 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.AR.OA.1, 1.AR.OA.4, 1.AR.OA.3

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| 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.AR.OA.1, 1.AR.OA.4, 1.AR.OA.3

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| 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

North Dakota Department of Public Instruction. North Dakota Mathematics Content Standards K-12 (2023). Adopted 2023 for implementation from 2024-2025. Domains are Number and Operations (NO), Algebraic Reasoning (AR), Geometry and Measurement (GM) and Data, Probability and Statistics (DPS). North Dakota does NOT publish separate Algebra I, Geometry, Algebra II, Precalculus or Statistics course standards - high school mathematics is banded 9-10 and 11-12 - so a course-named product cites the band that course sits in, narrowed to the matching domain where one applies (Geometry to GM, Statistics to DPS). Retrieved 2026-07-27 from <https://www.nd.gov/dpi/districtsschools/north-dakota-education-content-standards/mathematics>