

Oklahoma 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	Oklahoma
Grade	1 (Elementary)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Oklahoma Academic Standards for Mathematics (2022)
Issuing agency	Oklahoma State Department of Education
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 -> 1.N.1.2 Number & Operations — Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens. 1.N.1.3 Number & Operations — Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, words, addition and subtraction, pictures, tally marks, number lines, and manipulatives. Adding and Subtracting Within 20 -> 1.A.1.1 Algebraic Reasoning & Algebra — Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes).
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.N.1.2, 1.N.1.3, 1.A.1.1

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.N.1.2, 1.N.1.3, 1.A.1.1

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.N.1.2, 1.N.1.3, 1.A.1.1

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.N.1.2, 1.N.1.3, 1.A.1.1

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.N.1.2, 1.N.1.3, 1.A.1.1

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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Oklahoma State Department of Education. Oklahoma Academic Standards for Mathematics (2022). Codes are grade.domain.standard.objective across Number & Operations (N), Algebraic Reasoning & Algebra (A), Geometry & Measurement (GM) and Data & Probability (D). OKLAHOMA HAS NO GRADE 8 MATHEMATICS DOCUMENT: grade 8 is the Pre-Algebra course (PA). High school is written as named courses - Algebra 1 (A1), Geometry (G), Algebra 2 (A2), Precalculus (PC) and Statistics (S) - so a high-school product cites the course a student is enrolled in rather than a band. Scope: grade 1. Retrieved 2026-07-27 from <https://oklahoma.gov/education/services/standards-learning/mathematics.html>