

Mathematics 1<sup>st</sup> Grade

**Common Core Standards for Mathematics**

<b>Content Standards</b>	<b>Mathematical Practices</b>
<p><b>Operations and Algebraic Thinking</b>  <b>CCSS.MATH.CONTENT.2.OA.A:</b> Represent and solve problems involving addition and subtraction.  <b>CCSS.MATH.CONTENT.2.OA.B:</b> Add and subtract within 20.  <b>CCSS.MATH.CONTENT.2.OA.C:</b> Work with equal groups of objects to gain foundations for multiplication.</p> <p><b>Number and Operations in Base Ten</b>  <b>CCSS.MATH.CONTENT.2.NBT.A:</b> Understand place value.  <b>CCSS.MATH.CONTENT.2.NBT.B:</b> Use place value understanding and properties of operations to add and subtract.</p> <p><b>Measurement and Data</b>  <b>CCSS.MATH.CONTENT.2.MD.A:</b> Measure and estimate lengths in standard units.  <b>CCSS.MATH.CONTENT.2.MD.B:</b> Relate addition and subtraction to length.  <b>CCSS.MATH.CONTENT.2.MD.C:</b> Work with time and money.  <b>CCSS.MATH.CONTENT.2.MD.D:</b> Represent and interpret data.</p> <p><b>Geometry</b>  <b>CCSS.MATH.CONTENT.2.G.A:</b> Reason with shapes and their attributes.</p>	<p><b>CCSS.MATH.PRACTICE.MP1:</b> Make sense of problems and persevere in solving them.</p> <p><b>CCSS.MATH.PRACTICE.MP2:</b> Reason abstractly and quantitatively.</p> <p><b>CCSS.MATH.PRACTICE.MP3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>CCSS.MATH.PRACTICE.MP4:</b> Model with mathematics.</p> <p><b>CCSS.MATH.PRACTICE.MP5:</b> Use appropriate tools strategically.</p> <p><b>CCSS.MATH.PRACTICE.MP6:</b> Attend to precision.</p> <p><b>CCSS.MATH.PRACTICE.MP7:</b> Look for and make use of structure.</p> <p><b>CCSS.MATH.PRACTICE.MP8:</b> Look for and express regularity in repeated reasoning.</p> <p>* Mathematical Practices are incorporated within all units.</p>
<b>Technology</b>	
SMART Board, iPads, Elmo	

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Standards	Essential Questions	Content	Skills	Assessment	Resources
<b>Addition Concepts</b> CCSS.MATH.CONTENT.1.OA.A CCSS.MATH.CONTENT.1.OA.B CCSS.MATH.CONTENT.1.OA.C CCSS.MATH.CONTENT.1.OA.D	<b>Addition Concepts</b> What does it mean to add numbers?	<b>Addition Concepts</b> -Addition Stories -Model Addition -Addition Number Sentences -Add 0 -Vertical Addition -Ways to make 4, 5, 6, 7, 8, 9, and 10 -Missing parts of 10 -True and False Statements	<b>Addition Concepts</b> -Use manipulatives to model addition stories -Add two parts to make a whole -Write addition number sentences -Find sums by adding zero -Write addition facts horizontally and vertically -Use counters to make sums of 4, 5, 6, 7, 8, and 9 in different ways -Use a ten-frame and counters to make sums of ten in different ways -Identify missing parts of 10 -Identify math statements as true or false	<b>Addition Concepts</b> -Homework -Chapter tests -Fact fluency assessment	<b>Addition Concepts</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex
<b>Subtraction Concepts</b> CCSS.MATH.CONTENT.1.OA.A CCSS.MATH.CONTENT.1.OA.B CCSS.MATH.CONTENT.1.OA.D	<b>Subtraction Concepts</b> What does it mean to subtract numbers?	<b>Subtraction Concepts</b> -Subtraction Stories -Model Subtraction -Subtraction Number Sentences -Subtract 0 and All -Vertical Subtraction -Compare Groups -Ways to subtract 4, 5, 6, 7, 8, 9, and 10 -Relate Addition and Subtraction -True and False Statements	<b>Subtraction Concepts</b> -Use manipulatives to model subtraction stories -Subtract parts from whole -Write subtraction number sentences -Subtract 0 or find a difference of 0 -Write subtraction facts horizontally and vertically -Compare groups of up to nine objects -Use counters to subtract the difference of 4, 5, 6, 7, 8, and 9 in different ways -Find related addition and subtraction facts -Determine whether math statements are true or false	<b>Subtraction Concepts</b> -Homework -Chapter tests -Fact fluency assessment	<b>Subtraction Concepts</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex

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<b>Addition Strategies to 20</b> CCSS.MATH.CONTENT.1.OA.A CCSS.MATH.CONTENT.1.OA.B CCSS.MATH.CONTENT.1.OA.C	<b>Addition Strategies to 20</b> How are strategies used to add numbers?	<b>Addition Strategies to 20</b> -Count on 1, 2, or 3 -Count on using pennies -Use a number line to add -Use doubles and near doubles to add -Make ten to add -Add in any order -Add three numbers -Relate addition and subtraction	<b>Addition Strategies to 20</b> -Count on from the greater number to find the sum -Use pennies to count on -Use a number line to help find the sum -Use doubles and near doubles to help find the sum -Use counters and a ten frame to make sums greater than ten -Identify related addition facts -Add three numbers by using doubles and making ten	<b>Addition Strategies to 20</b> -Homework -Chapter tests -Fact fluency assessment	<b>Addition Strategies to 20</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex
<b>Subtraction Strategies to 20</b> CCSS.MATH.CONTENT.1.OA.A CCSS.MATH.CONTENT.1.OA.B CCSS.MATH.CONTENT.1.OA.C	<b>Subtraction Strategies to 20</b> How are strategies used to subtract numbers?	<b>Subtraction Strategies to 20</b> -Count back 1, 2, or 3 -Use a number line to subtract -Use doubles to subtract -Write a number sentence -Make 10 to subtract -Use related facts to add and subtract -Fact families -Missing Addends	<b>Subtraction Strategies to 20</b> -Count back by 1, 2, or 3 -Use a number line to subtract -Relate double addition facts to subtraction facts -Write a number sentence to solve problems -Use the make ten to subtract strategy -Identify similarities in related addition and subtraction number sentences -Identify similarities in fact families -Find the missing addend	<b>Subtraction Strategies to 20</b> -Homework -Chapter tests -Fact fluency assessment	<b>Subtraction Strategies to 20</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex

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<p><b>Place Value</b>                      CCSS.MATH.CONTENT.1.OA.A                      CCSS.MATH.CONTENT.1.OA.B                      CCSS.MATH.CONTENT.1.OA.C                      CCSS.MATH.CONTENT.1.NBT.A                      CCSS.MATH.CONTENT.1.NBT.B                      CCSS.MATH.CONTENT.1.NBT.C</p>	<p><b>Place Value</b>                      How is place value used to identify numbers up to 120?</p>	<p><b>Place Value</b>                      -Numbers 11-19                      -Tens                      -Count by tens with dimes                      -Ten and some more                      -Tens and ones                      -Make a table                      -Numbers to 100                      -Ten more, ten less                      -Count by 5's                      -Use models to compare numbers                      -Use symbols to compare numbers                      -Numbers to 120                      -Count to 120                      -Read and write numbers to 120                      -Identify penny, nickel, dime, and quarter and their values                      -Count mixed coins up to \$1.00</p>	<p><b>Place Value</b>                      -Count and write numbers 11 to 19                      -Count groups of tens                      -Use dimes to count by tens                      -Make groups of ten and some more                      -Make groups of tens and ones                      -Make tables to solve problems                      -Write numbers to 100 in different ways                      -Identify numbers that are ten more and ten less than a given number                      -Use nickels to count by fives                      -Compare two two-digit numbers using symbols                      -Make groups of hundreds, tens, and ones                      -Count numerals up to 120                      -Read and write numbers up to 120</p>	<p><b>Place Value</b>                      -Homework                      -Chapter tests                      -Fact fluency assessment</p>	<p><b>Place Value</b>                      -<i>My Math</i> by McGraw-Hill (2018)                      -Manipulatives                      -Reflex</p>
<p><b>Two-Digit Addition and Subtraction</b>                      CCSS.MATH.CONTENT.1.NBT.C</p>	<p><b>Two-Digit Addition and Subtraction</b>                      How are two-digit numbers added and subtracted?</p>	<p><b>Two-Digit Addition and Subtraction</b>                      -Add tens                      -Count on tens and ones                      -Add tens and ones                      -Add tens and ones with regrouping                      -Subtract tens                      -Count back by tens                      -Related addition and subtraction of tens</p>	<p><b>Two-Digit Addition and Subtraction</b>                      -Count on by tens and ones to find sums within 100                      -Add tens and ones to find sums within 100                      -Guess, check, revise to solve problems                      -Add tens and ones and find the sum with regrouping                      -Subtract tens to find the difference                      -Use a number line to count back by tens to subtract                      -Relate addition and subtraction facts to solve problems</p>	<p><b>Two-Digit Addition and Subtraction</b>                      -Homework                      -Chapter tests                      -Fact fluency assessment</p>	<p><b>Two-Digit Addition and Subtraction</b>                      -<i>My Math</i> by McGraw-Hill (2018)                      -Manipulatives                      -Reflex</p>

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<b>Organize and Use Graphs</b> CCSS.MATH.CONTENT.1.MD.C	<b>Organize and Use Graphs</b> How are graphs made and read?	<b>Organize and Use Graphs</b> -Tally charts -Make a table -Make and read picture graphs -Make and read bar graphs	<b>Organize and Use Graphs</b> -Make and read a tally chart -Make a table to solve problems -Make a picture graph -Interpret data on a picture graph -Use data to make a bar graph - Read a bar graph	<b>Organize and Use Graphs</b> -Homework -Chapter tests -Fact fluency assessment	<b>Organize and Use Graphs</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex
<b>Measurement and Time</b> CCSS.MATH.CONTENT.1.MD.A CCSS.MATH.CONTENT.1.MD.B	<b>Measurement and Time</b> How is length measured?  How is time read and told?	<b>Measurement and Time</b> -Compare and order lengths -Nonstandard units of length -Time to the hour: Analog and Digital -Time to the half hour: Analog and Digital	<b>Measurement and Time</b> -Compare lengths of objects using indirect measurement -Compare and order lengths of objects -Measure the length of objects using nonstandard units -Read and write time to the hour and half hour on analog clock -Use a digital clock to tell and write time to the hour and half hour	<b>Measurement and Time</b> -Homework -Chapter tests -Fact fluency assessment	<b>Measurement and Time</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex
<b>Two-Dimensional Shapes and Equal Shares</b> CCSS.MATH.CONTENT.1.G.A	<b>Two-Dimensional Shapes and Equal Shares</b> How are two-dimensional shapes and equal shares identified and described?	<b>Two-Dimensional Shapes and Equal Shares</b> -Squares, rectangles, triangles, trapezoids, and circles -Compare shapes -Composite shapes -Equal parts -Halves -Quarters and Fourths- Compose new shapes from composite shapes -Take apart two-dimensional shapes	<b>Two-Dimensional Shapes and Equal Shares</b> -Use attributes to identify and describe squares, rectangles, trapezoids, triangles, and circles -Compare two-dimensional shapes -Use two-dimensional shapes to make a composite shape and compose new shapes from the composite shape -Partition shapes into two or four equal shares and identify how many parts there are in the whole -Partition shapes into two and four equal parts	<b>Two-Dimensional Shapes and Equal Shares</b> -Homework -Chapter tests -Fact fluency assessment	<b>Two-Dimensional Shapes and Equal Shares</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex

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<b>Three-Dimensional Shapes</b> CCSS.MATH.CONTENT.1.G.A	<b>Three-Dimensional Shapes</b> How are three-dimensional shapes identified and described?	<b>Three-Dimensional Shapes</b> -Cubes, cones, prisms, cylinders, pyramids, and spheres -Compare shapes -Composite shapes	<b>Three-Dimensional Shapes</b> -Use attributes to identify and describe cubes, cones, prisms, cylinders, pyramids, and spheres -Compare three-dimensional shapes -Use three-dimensional shapes to make a composite shape -Compose new shapes from composite shapes -Take apart three-dimensional shapes	<b>Three-Dimensional Shapes</b> -Homework -Chapter tests -Fact fluency assessment	<b>Three-Dimensional Shapes</b> - <i>My Math</i> by McGraw-Hill (2018) -Manipulatives -Reflex