First Grade Math Curriculum Gasconade County R-2 School District 2018-2019

| Grade Level: 1 Subject: Math |  |  |  |  |
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| Month | Mathematics <br> Missouri Learning <br> Standards | Key Mathematics and Academic Vocabulary | MathLinks to New MLS | Essential Questions |
| August <br> 1st Quarter | Mathematics <br> Relationship and <br> Algebraic Thinking <br> 1.RA.A. 1 <br> Use addition and subtraction within 20 to solve problems 1.RA.C. 7 <br> Add and subtract within 20 <br> 1.RA.C. 8 <br> Demonstrate <br> fluency with <br> addition and <br> subtraction within <br> 10 <br> Number Sense <br> and Operations in <br> Base Ten <br> 1.NBT.B. 5 <br> Add within 100 | Lesson 1: <br> add, <br> addition sentence, <br> commutative <br> property of <br> addition, <br> count on, <br> number path, <br> tape diagram, <br> total <br> Lesson 2: <br> subtract, <br> subtraction <br> sentence | Item Specification <br> Reports <br> K-5 Missouri Learning <br> Standards <br> 6-12 Missouri Learning <br> Standards <br> K-6 Math Glossary <br> 7-12 Math Glossary <br> Missouri EOC Math <br> Reference Sheet <br> End of Course Blueprints <br> MAP Grade Level <br> Blueprints | Can I add within 10 ? <br> Can I apply the counting on strategy? <br> Can I analyze counting strategies? <br> Can I apply the counting on strategy to subtract within $10 ?$ <br> Can I model the counting on strategy using physical and visual models? <br> Can I connect the counting on strategy to a number sentence? |
| September | Mathematics <br> Relationship and Algebraic Thinking 1.RA.A. 1 Use addition and subtraction within | Lesson 3: addend, number bond, count on <br> Lesson 4: |  | Can I use strategies including counting on to solve addition and subtraction word problems? <br> Can I complete number sentences to solve addition and subtraction word problems? |



|  | Relationship and <br> Algebraic Thinking <br> 1.RA.B. 5 <br> Use properties as strategies to add and subtract 1.RA.C. 7 <br> Add and subtract within 20 <br> 1.RA.C. 8 <br> Demonstrate <br> fluency with <br> addition and <br> subtraction within 10 | doubles, doubles plus one <br> Lesson 7: <br> compose, decompose, number, number partners <br> Lesson 8: zero, number bond, total |  | Can I relate an image of two equal groups with one left over as doubles plus one? <br> Can I write addition sentences for doubles and doubles plus one? <br> Can I use properties to write a doubles plus one expression (3 addends) as an expression with two addends? <br> Can I develop fluency in addition and subtraction for sums 6 and 7 ? <br> Can I model facts for 6 and 7 in a number bond? <br> Can I complete number sentences? <br> Can I demonstrate fluency in addition and subtraction for sums 8 an 9 ? <br> Can I relate the operations of addition and subtraction through number bonds? <br> Can I recognize zero as a number partner? <br> Can I fluently add and subtract within 10 ? <br> Can I apply strategies to addition and subtraction of sums within $10 ?$ <br> Can I understand inverse operations as a tool for adding and subtracting? |
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| 2nd Quarter | Mathematics <br> Relationship and <br> Algebraic Thinking <br> 1.RA.A. 3 <br> Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false | Lesson 10: equal sign, is the same as, number sentence |  | Can I understand that the equal sign is used to indicate that one quantity is the same as another? <br> Can I match equivalent expressions? <br> Can I write and identify true and false number sentences? <br> Can I rewrite a false number sentence so that it is true? |


|  | 1.RA.B. 5 <br> Use properties as strategies to add and subtract 1.RA.C. 8 Demonstrate fluency with addition and subtraction within 10 |  |  |  |
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| November | Mathematics <br> Relationship and <br> Algebraic Thinking <br> 1.RA.A. 1 <br> Use addition and subtraction within 20 to solve problems <br> 1.RA.A. 4 <br> Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers 1.RA.B. 6 <br> Demonstrate that subtraction can be solved as an unknown addend problem <br> 1.RA.C. 7 <br> Add and subtract within 20 <br> 1.RA.C. 8 <br> Demonstrate <br> fluency with | Lesson 11: addition table, addend <br> Lesson 12: ones, teen number, tens, <br> Lesson 13: total <br> Lesson 14: make a ten |  | Can I fluently add and subtract within 10 ? <br> Can I use strategies such as counting on; using the relationship between addition and subtraction; and using a known sum or difference to find an unknown sum or difference to add and subtract? <br> Can I recognize that ten ones and one ten represent the same quantity? <br> Can I understand that numbers between ten and twenty are composed of one ten and some ones? <br> Can I model teen numbers? <br> Can I find the partners of teen numbers? <br> Can I recognize the different ways that numbers can be decomposed and composed? <br> Can I, when adding 2 one digit numbers, understand the rationale for decomposing one addend to make ten? <br> Can I use the strategy of making ten to add numbers within 20 ? <br> Can I use and articulate mental math strategies to add? |


|  | addition and <br> subtraction within <br> 10 <br> Number Sense <br> 年d Operations in <br> Base Ten <br> 1.NBT.A.1 <br> Understand than <br> ten can be thought <br> of as a bundle of <br> ten ones-called a <br> ten <br> 1.NBT.A.2 <br> Understand two <br> digit numbers are <br> composed of tens <br> and ones <br> 1.NBT.B.5 <br> Add within 100 |  |  |
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|  | Use properties as <br> strategies to add <br> and subtract <br> 1.RA.C. <br> Add and subtract <br> within 20 <br> Number Sense <br> and Operations in <br> Base Ten <br> 1.NBT.A.4 <br> Count by 10s to <br> 120 starting at any <br> number <br> 1.NBT.B.5 <br> Add within 100 |  |  |
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| Number Sense and Operations in Base Ten 1.NBT.A. 1 Understand than ten can be thought of as a bundle of ten ones-called a ten <br> 1.NBT.A. 4 Count by 10s to 120 starting at any number <br> 1.NBT.B. 5 <br> Add within 100 1.NBT.B. 6 <br> Calculate 10 more or 10 less than a given number mentally without having to count 1.NBT.B. 7 <br> Add or subtract a multiple of 10 from another two digit number and justify the solution |  |  | Can I recognize that adding or subtracting a 10 results in a change in the tens digit alone? <br> Can I count tens as one ten, two tens, three tens...tens or as $10,20,30 \ldots$ ? <br> Can I add multiples of ten to multiples of ten and subtract multiples of ten from multiples of ten? <br> Can I relate adding tens to adding ones? |
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| February | Mathematics Number Sense 1.NS.A. 2 <br> Read and write numerals and represent a number of objects with a written numeral Number Sense and Operations in Base Ten 1.NBT.A. 1 Understand than ten can be thought of as a bundle of ten ones-called a ten <br> 1.NBT.A. 2 Understand two digit numbers are composed of tens and ones <br> 1.NBT.A. 3 <br> Compare 2 two digit numbers using the symbols <, >, or = <br> 1.NBT.A. 4 <br> Count by 10s to 120 starting at any number <br> 1.NBT.B. 5 <br> Add within 100 1.NBT.B. 7 <br> Add or subtract a multiple of 10 from another two digit number and justify the solution | Lesson 21: digit, place value, ones, tens <br> Lesson 22: less than, greater than, < symbol, > symbol, more than, compare, equal sign (=), fewer, more |  | Can I represent two digit numbers and tens and ones? <br> Can I decompose a two digit ones as some tens and some ones in multiple ways? <br> Can I model a two digit number in multiple ways? <br> Can I understand the meaning of the symbols $<,>$ ? <br> Can I compare the value of 2 two digit numbers using tens and ones? <br> Can I write the symbols <, >, and = to compare 2 two digit numbers? <br> Can I add multiples of ten to any two digit number? <br> Can I apply strategies to addition of two digit numbers? <br> Can I model addition involving tens? |
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|  | and three dimensional shapes from different perspectives and orientations |  |  |  |
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| 4th Quarter | Mathematics <br> Number Sense <br> 1.NS.A. 2 <br> Read and write numerals and represent a number of objects with a written numeral Data and Statistics 1.DS.A. 1 <br> Collect, organize, and represent data with up to 3 categories <br> 1.DS.A. 2 <br> Draw conclusions from object graphs, picture graphs, t-charts, and tallies Geometry and Measurement 1.GM.A. 2 Compose and decompose two and three | Lesson 28: equal parts, fourths, fourth, halves, half, quarters, quarter, unequal parts, whole <br> Lesson 29: data, picture graph, sort, tally chart, tally marks |  | Can I divide circles and rectangles into two and four equal parts? <br> Can I identify the number of equal parts in a divided shape? <br> Can I name the parts as halves, fourths, and quarters? <br> Can I understand that if a whole is divided into more parts, the parts get smaller? <br> Can I define meaningful categories for a given set of objects and sort the objects according to the categories? <br> Can I count to find the number of objects in each category? <br> Can I represent categorical data using tally charts, charts with numbers, and picture graphs? |


|  | dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes 1.GM.A. 4 <br> Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally |  |  |  |
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| April | Mathematics <br> Geometry and <br> Measurement <br> 1.GM.B. 5 <br> Order three or more objects by length <br> 1.GM.B. 6 <br> Compare the lengths of two objects indirectly by using a third object <br> 1.GM.B. 7 <br> Demonstrate the ability to measure length or distance using objects <br> 1.GM.C. 8 <br> Tell and write time in hours and half hours using analog and digital clocks | Lesson 30: compare, data, picture graph, tally chart, tally marks <br> Lesson 31: length, longer, longest, shorter, shortest, taller, tallest <br> Lesson 33: measure, unit <br> Lesson 34: analog clock, |  | Can I answer questions about data in charts in graphs? <br> Can I compare quantities represented in charts and graphs? <br> Can I order three objects by length? <br> Can I recognize that sometimes it is not possible to compare length directly? <br> Can I compare two objects by comparing their lengths to a third, reference, object? <br> Can I use logical reasoning to indirectly compare the lengths of objects? <br> Can I measure a length using non-standard units of measure? <br> Can I understand that the number of iterated units from end to end is a measure? <br> Can I iterate units with no gaps or overlaps? <br> Can I understand that unit implies uniformity in length? |


|  | Data and Statistics <br> 1.DS.A. 1 <br> Collect, organize, and represent data with up to 3 categories 1.DS.A. 2 Draw conclusions from object graphs, picture graphs, $t$-charts, and tallies | digital clock, half hour, half-past, hour, hour hand, minute, minute hand, o'clock |  | Can I tell time to the hour and half hour using analog and digital clocks? <br> Can I write the time to the hour and half hour? <br> Can I understand that thirty minutes is the same as a half hour? |
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| May |  |  |  |  |
|  | Mathematics <br> Number Sense <br> 1.NS.A. 3 <br> Count backwards from a given number between 20 and 1 Geometry and Measurement |  |  | Can I count backwards from a given number between 20 and 1 ? <br> Can I give the value of a penny, nickel, dime, and quarter? |


|  | 1.GM.C.9 <br> Know the value of <br> a penny, nickel, <br> dime, and quarter |  |  |  |
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