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

Grade Level: 1			Subject: Math		
Month	Mathematics Missouri Learning Standards	Key Mathematics and Academic Vocabulary	MathLinks to New MLS	Essential Questions	
August 1st Quarter	Mathematics <u>Relationship and</u> <u>Algebraic Thinking</u> 1.RA.A.1 Use addition and subtraction within 20 to solve problems 1.RA.C.7 Add and subtract within 20 1.RA.C.8 Demonstrate fluency with addition and subtraction within 10 <u>Number Sense</u> <u>and Operations in</u> <u>Base Ten</u> 1.NBT.B.5 Add within 100	Lesson 1: add, addition sentence, commutative property of addition, count on, number path, tape diagram, total Lesson 2: subtract, subtraction sentence	Item Specification ReportsK-5 Missouri Learning Standards6-12 Missouri Learning StandardsK-6 Math Glossary7-12 Math GlossaryMissouri EOC Math Reference SheetEnd of Course BlueprintsMAP Grade Level Blueprints	Can I add within 10? Can I apply the counting on strategy? Can I analyze counting strategies? Can I apply the counting on strategy to subtract within 10? Can I model the counting on strategy using physical and visual models? Can I connect the counting on strategy to a number sentence?	
September	Mathematics <u>Relationship and</u> <u>Algebraic Thinking</u> 1.RA.A.1 Use addition and subtraction within	Lesson 3: addend, number bond, count on Lesson 4:		Can I use strategies including counting on to solve addition and subtraction word problems? Can I complete number sentences to solve addition and subtraction word problems?	

	20 to solve problems 1.RA.A.4 Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers 1.RA.B.5 Use properties as strategies to add and subtract 1.RA.B.6 Demonstrate that subtraction can be solved as an unknown addend problem 1.RA.C.7 Add and subtract within 20 1.RA.C.8 Demonstrate fluency with addition and subtraction within 10 <u>Number Sense</u> <u>and Operations in</u> <u>Base Ten</u> 1.NBT.B.5 Add within 100	total Lesson 5: compare, fewer, more, subtract, subtraction sentence	Can I understand the relationship between addition and subtraction? Can I write a missing addend sentence for a corresponding subtraction sentence? Can I connect addition and subtraction sentences to a number bond? Can I relate subtraction sentences and missing addend sentences to a problem situation? Can I understand a comparison problem situation as subtraction and/or related addition? Can I compare two amounts, determining which is more or less and identify how many more or less? Can I write and solve subtraction and addition sentences to solve comparison word problems?
October	Mathematics	Lesson 6:	Can I relate an image of two equal groups to doubles?

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

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

	addition and subtraction within 10 <u>Number Sense</u> <u>and Operations in</u> <u>Base Ten</u> 1.NBT.A.1 Understand than ten can be thought of as a bundle of ten ones-called a ten 1.NBT.A.2 Understand two digit numbers are composed of tens and ones 1.NBT.B.5 Add within 100		
December	Mathematics <u>Relationship and</u> <u>Algebraic Thinking</u> 1.RA.A.1 Use addition and subtraction within 20 to solve problems 1.RA.A.2 Solve problems that call for addition of three whole numbers whose sum is within 20 1.RA.B.5	Lesson 15: associative property of addition, addend Lesson 16: make a ten, teen number	Can I write addition expressions with 3 addends to represent word problems? Can I find the total of 3 addends using strategies such as making a ten, and using doubles? Can I use the associative and commutative properties to group addends in order and find known sums? Can I recognize that teen numbers can be decomposed and composed to subtract? Can I use the make a ten strategy to subtract single digit numbers from teen numbers?

	Use properties as strategies to add and subtract 1.RA.C.7 Add and subtract within 20 <u>Number Sense</u> and Operations in <u>Base Ten</u> 1.NBT.A.4 Count by 10s to 120 starting at any number 1.NBT.B.5 Add within 100		
January	Mathematics Number Sense	Lesson 17: ones,	Can I understand that the base ten system is made up of groups of tens and ones?
3rd Quarter	1.NS.A.1	tens	
	starting at any	Lesson 18.	Can I organize ten ones into a group of ten?
	number less than 120	120 chart,	Can I express ten ones as one ten and one ten as ten ones?
	1.NS.A.2 Read and write	column	Can I identify and write two digit numbers in terms of tens and ones?
	numerals and represent a	Lesson 19:	Can I count on from any number on the 120 chart?
	number of objects with a written numeral	ten more	Can I connect counting on to addition?
	1.NS.A.4 Count by 5s to 100		Can I count by 1s, 2s, and 5s within 120?
	starting at any multiple of 5		Can I mentally add and subtract 10 from any number within 120?

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 1.NBT.A.4 Count by 10s to 120 starting at any number 1.NBT.B.5 Add within 100 1.NBT.B.6 Calculate 10 more or 10 less than a given number mentally without having to count 1.NBT.B.7 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? Can I count tens as one ten, two tens, three tenstens or as 10, 20, 30? Can I add multiples of ten to multiples of ten and subtract multiples of ten from multiples of ten? Can I relate adding tens to adding ones?

February	Mathematics <u>Number Sense</u> 1.NS.A.2 Read and write numerals and represent a number of objects with a written numeral <u>Number Sense</u> <u>and Operations in</u> <u>Base Ten</u> 1.NBT.A.1 Understand than ten can be thought of as a bundle of ten ones-called a ten 1.NBT.A.2 Understand two digit numbers are composed of tens and ones 1.NBT.A.3 Compare 2 two digit numbers using the symbols <, >, or = 1.NBT.A.4 Count by 10s to 120 starting at any number 1.NBT.B.5 Add within 100 1.NBT.B.7	Lesson 21: digit, place value, ones, tens 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? Can I decompose a two digit ones as some tens and some ones in multiple ways? Can I model a two digit number in multiple ways? Can I understand the meaning of the symbols <, >? Can I compare the value of 2 two digit numbers using tens and ones? Can I write the symbols <, >, and = to compare 2 two digit numbers? Can I add multiples of ten to any two digit number? Can I apply strategies to addition of two digit numbers? Can I model addition involving tens?
	1.NBT.A.4 <i>Count by 10s to</i> <i>120 starting at any</i> <i>number</i> 1.NBT.B.5 <i>Add within 100</i> 1.NBT.B.7 <i>Add or subtract a</i> <i>multiple of 10 from</i> <i>another two digit</i> <i>number and justify</i> <i>the solution</i>		

March	Mathematics <u>Number Sense</u> <u>and Operations in</u> <u>Base Ten</u> 1.NBT.B.5 Add within 100 <u>Geometry and</u> <u>Measurement</u> 1.GM.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes 1.GM.A.2 Compose and decompose two and three dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes 1.GM.A.3 Recognize two	Lesson 24: ones, tens Lesson 26: corner, hexagon, rectangle, rhombus, side, square, trapezoid, triangle Lesson 27: circle, compose, composite shape, decompose, half circle, quarter circle	Can I model addition of two digit numbers? Can I add two digit numbers without re-grouping? Can I identify the defining attributes of a shape? Can I distinguish between defining and non-defining attributes? Can I classify a shape based on its defining attributes? Can I compose two dimensional shapes to create composite shapes and then compose new shapes from the composite shapes?

	and three dimensional shapes from different perspectives and orientations		
4th Quarter	Mathematics <u>Number Sense</u> 1.NS.A.2 Read and write numerals and represent a number of objects with a written numeral <u>Data and Statistics</u> 1.DS.A.1 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 <u>Geometry and</u> <u>Measurement</u> 1.GM.A.2 Compose and decompose two and three	Lesson 28: equal parts, fourths, fourth, halves, half, quarters, quarter, unequal parts, whole Lesson 29: data, picture graph, sort, tally chart, tally marks	Can I divide circles and rectangles into two and four equal parts? Can I identify the number of equal parts in a divided shape? Can I name the parts as halves, fourths, and quarters? Can I understand that if a whole is divided into more parts, the parts get smaller? Can I define meaningful categories for a given set of objects and sort the objects according to the categories? Can I count to find the number of objects in each category? 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 Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally		
April	Mathematics Geometry and	Lesson 30: compare.	Can I answer questions about data in charts in graphs?
	<u>Measurement</u> 1.GM.B.5	data,	Can I compare quantities represented in charts and graphs?
	Order three or more objects by	tally chart,	Can I order three objects by length?
	length 1.GM.B.6	Langen 21:	Can I recognize that sometimes it is not possible to compare length directly?
	Compare the lengths of two	length,	Can I compare two objects by comparing their lengths to a third, reference,
	objects indirectly by using a third	longer, longest,	object?
	object 1.GM.B.7	shorter, shortest.	Can I use logical reasoning to indirectly compare the lengths of objects?
	Demonstrate the ability to measure	taller,	Can I measure a length using non-standard units of measure?
	length or distance using objects		Can I understand that the number of iterated units from end to end is a
	1.GM.C.8 Tell and write time	measure,	measure?
	in hours and half	unit	Can I iterate units with no gaps or overlaps?
	analog and digital clocks	Lesson 34: analog clock,	Can I understand that unit implies uniformity in length?

Data and Statistics 1.DS.A.1 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? Can I write the time to the hour and half hour? Can I understand that thirty minutes is the same as a half hour?
May May Mathematics Number Sense 1.NS.A.3 Count backwards from a given number between 20 and 1		Can I count backwards from a given number between 20 and 1? Can I give the value of a penny, nickel, dime, and quarter?

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