

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

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

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

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

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

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

Number Sense
and Operations in
Base Ten

1.NBT.A.1

*Understand that
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 tens...tens 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?

<p>February</p>	<p>Mathematics <u>Number Sense</u> 1.NS.A.2 <i>Read and write numerals and represent a number of objects with a written numeral</i> <u>Number Sense and Operations in Base Ten</u> 1.NBT.A.1 <i>Understand that ten can be thought of as a bundle of ten ones-called a ten</i> 1.NBT.A.2 <i>Understand two digit numbers are composed of tens and ones</i> 1.NBT.A.3 <i>Compare 2 two digit numbers using the symbols <, >, or =</i> 1.NBT.A.4 <i>Count by 10s to 120 starting at any number</i> 1.NBT.B.5 <i>Add within 100</i> 1.NBT.B.7 <i>Add or subtract a multiple of 10 from another two digit number and justify the solution</i></p>	<p>Lesson 21: digit, place value, ones, tens</p> <p>Lesson 22: less than, greater than, < symbol, > symbol , more than, compare, equal sign (=), fewer, more</p>		<p>Can I represent two digit numbers and tens and ones?</p> <p>Can I decompose a two digit ones as some tens and some ones in multiple ways?</p> <p>Can I model a two digit number in multiple ways?</p> <p>Can I understand the meaning of the symbols <, >?</p> <p>Can I compare the value of 2 two digit numbers using tens and ones?</p> <p>Can I write the symbols <, >, and = to compare 2 two digit numbers?</p> <p>Can I add multiples of ten to any two digit number?</p> <p>Can I apply strategies to addition of two digit numbers?</p> <p>Can I model addition involving tens?</p>
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March	<p>Mathematics <u>Number Sense and Operations in Base Ten</u> 1.NBT.B.5 <i>Add within 100</i> <u>Geometry and Measurement</u> 1.GM.A.1 <i>Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes</i> 1.GM.A.2 <i>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</i> 1.GM.A.3 <i>Recognize two</i></p>	<p>Lesson 24: ones, tens</p> <p>Lesson 26: corner, hexagon, rectangle, rhombus, side, square, trapezoid, triangle</p> <p>Lesson 27: circle, compose, composite shape, decompose, half circle, quarter circle</p>		<p>Can I model addition of two digit numbers?</p> <p>Can I add two digit numbers without re-grouping?</p> <p>Can I identify the defining attributes of a shape?</p> <p>Can I distinguish between defining and non-defining attributes?</p> <p>Can I classify a shape based on its defining attributes?</p> <p>Can I compose two dimensional shapes to create composite shapes and then compose new shapes from the composite shapes?</p>

	<i>and three dimensional shapes from different perspectives and orientations</i>			
4th Quarter	<p>Mathematics <u>Number Sense</u> 1.NS.A.2 <i>Read and write numerals and represent a number of objects with a written numeral</i></p> <p><u>Data and Statistics</u> 1.DS.A.1 <i>Collect, organize, and represent data with up to 3 categories</i> 1.DS.A.2 <i>Draw conclusions from object graphs, picture graphs, t-charts, and tallies</i></p> <p><u>Geometry and Measurement</u> 1.GM.A.2 <i>Compose and decompose two and three</i></p>	<p>Lesson 28: equal parts, fourths, fourth, halves, half, quarters, quarter, unequal parts, whole</p> <p>Lesson 29: data, picture graph, sort, tally chart, tally marks</p>		<p>Can I divide circles and rectangles into two and four equal parts?</p> <p>Can I identify the number of equal parts in a divided shape?</p> <p>Can I name the parts as halves, fourths, and quarters?</p> <p>Can I understand that if a whole is divided into more parts, the parts get smaller?</p> <p>Can I define meaningful categories for a given set of objects and sort the objects according to the categories?</p> <p>Can I count to find the number of objects in each category?</p> <p>Can I represent categorical data using tally charts, charts with numbers, and picture graphs?</p>

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

	<u>Data and Statistics</u> 1.DS.A.1 <i>Collect, organize, and represent data with up to 3 categories</i> 1.DS.A.2 <i>Draw conclusions from object graphs, picture graphs, t-charts, and tallies</i>	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				
	Mathematics <u>Number Sense</u> 1.NS.A.3 <i>Count backwards from a given number between 20 and 1</i> <u>Geometry and Measurement</u>			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 <i>Know the value of a penny, nickel, dime, and quarter</i>			
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