

Department of Teaching & Learning
 First Grade Math Curriculum Guide 2020-2021
First Grade Pacing Guide

First Nine Weeks		Second Nine Weeks	
Standards/Topics		Standards/Topics	
	Calendar Time Daily:		Calendar Time Daily:
Week 1	Formative Assessments	Weeks 1-2	1.OA.C.5 (B.4, C.6) Subtraction Strategies
Weeks 2-3	1.OA.A.1 (B.3, C.6) Addition Concepts	Weeks 3-4	1.OA.D.7 (A.1, C.6, D.8) Addition and Subtraction Relationships
Weeks 4- 5	1.OA.A.1 (D.8, C.6) Subtraction Concepts	Weeks 5-7	1.NBT.A.1 (.B.2) Count and Model Numbers
Weeks 6-8	1.OA.A.1 (B.3, C.5, C.6, A.2) Addition Strategies	Week 8	Review
Week 9	Review		
Third Nine Weeks		Fourth Nine Weeks	
Standards/Topics		Standards/Topics	
	Calendar Time Daily:		Calendar Time Daily:
Weeks 1-2	1.NBT. B.3 (.C.5) Compare Numbers	Week 1	1.MD.C.5 Represent Data
Weeks 3-5	1. NBT.C.6 (.C.4, 1.NBT.C.6) Two Digit Addition and Subtraction	Weeks 2-3	1.G.A.1 (.A.2) Three-Dimensional Geometry
Weeks 6-7	1.MD.A.1 (.A.2) Measurement	Week 4	1.G.A.1 (.A.2) Two- Dimensional Geometry
Weeks 8-9	1.MD.B.3 Time	Week 5	1.G.A.3 Fractional Parts
Week 10	Review	Weeks 6-7	1.MD. B.4 Money
		Weeks 8-9	Review/ Getting Ready for 2 nd Grade



Department of Teaching & Learning
First Grade Math Curriculum Guide 2020-2021



First Grade Mathematics Curriculum Map

1st Nine Weeks 2020-2021

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 1: Procedures & Assessments	Weeks 2 & 3: Chapter 1: Addition Concepts	
<p>1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.B.3 Apply properties of operations (additive, identity, commutative, and associative) as strategies to add and subtract.</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How do pictures show adding to? 2) How can you model adding within 10? 3) How do you model adding 	<p>Learning Targets</p> <p>I can:</p> <p>Use pictures to add and find sums.</p> <p>Use concrete objects to solve “adding to” addition problems.</p> <p>Use concrete objects to solve “putting together” addition problems.</p> <p>Solve adding to and putting together situations using the strategy make a model.</p> <p>Understand and apply the Additive Identity Property for Addition.</p> <p>Explore the Commutative Property of addition.</p> <p>Model and record all the ways to put together within 10.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2’s, 5’s, 10’s, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 1</p> <p>Lesson 1.1 Use Pictures to Add To</p> <p>Lesson 1.2 Hands On- Model Adding To</p> <p>Lesson 1.3 Hands On- Model Putting Together</p> <p>Lesson 1.4 Problem Solving- Model Addition</p> <p>Lesson 1.5 Algebra- Add Zero</p> <p>Lesson 1.6 Hands On: Algebra- Add in Any Order</p> <p>Lesson 1.7 Hands On: Algebra- Put Together Numbers to 10</p> <p>Lesson 1.8 Addition to 10</p> <p>Instructional Focus Documents</p> <p>Go Math K-5 Guidance Documents</p> <p>Vocabulary: addition sentence, is equal to, plus, sum, add, zero, addends, order</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning.

<p>to a group?</p> <ol style="list-style-type: none">4) How do you model putting together?5) How do you solve addition problems by making a model?6) What happens when you add 0 to a number?7) Why can you add addends in any order?8) How can you show all ways to make a number?9) Why are some addition facts easy to add?		
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Mathematical Practices

Posters Using Community Helpers (created by Dogwood Elementary teacher Mary Lirette)

<http://www.teacherspayteachers.com/Product/CCSS-Mathematical-Practice-Standards-Free-Posters>

K-1 Posters by Standard

<http://elemmath.jordandistrict.org/mathematical-practices-by-standard/>



First Grade Mathematics Curriculum Map

1st Nine Weeks 2020-2021

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 4 & 5: Chapter 2: Subtraction Concepts		
<p>1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can you subtract numbers from 10 or less? 2) How can you show taking from with pictures? 3) How can you model taking from a group? 4) How do you model taking apart? 5) How do you solve subtraction problems by making a model? 	<p>Learning Targets</p> <p>I can:</p> <p>Use pictures to show “taking from” and find differences”.</p> <p>Use concrete objects to solve “taking from” subtraction problems.</p> <p>Use concrete objects to solve “taking apart” subtraction problems.</p> <p>Solve taking from and taking apart subtraction problems using the strategy make a model.</p> <p>Compare pictorial groups to understand subtraction.</p> <p>Model and compare groups to show the meaning of subtraction.</p> <p>Identify how many are left when subtracting all or 0.</p> <p>Model and record all the ways to take apart numbers within 10.</p> <p>Build fluency within 10.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2’s, 5’s, 10’s, number word forms, days of the week, months</p>	<p>Go Math Chapter 2:</p> <p>Lesson 2.1 Use Pictures to Show Taking From</p> <p>Lesson 2.2 Hands On: Model Taking From</p> <p>Lesson 2.3 Hands On: Model Taking Apart</p> <p>Lesson 2.4 Problem Solving: Model Subtraction</p> <p>Lesson 2.5 Use Pictures and Subtraction to Compare</p> <p>Lesson 2.6 Hands On: Subtract to Compare</p> <p>Lesson 2.7 Subtract All or Zero</p> <p>Lesson 2.8 Hands On: Algebra- Take Apart Numbers</p> <p>Lesson 2.9 Subtraction from 10 or Less</p> <p>Vocabulary: minus, difference, subtraction sentence, subtract, compare, fewer, more</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Task Suggestion:</p> <p>http://www.edutoolbox.org</p> <ul style="list-style-type: none"> • Ensure that instruction meets the rigor called for by

<p>6) How can you use pictures to compare and subtract?</p> <p>7) How can you use models to compare and subtract?</p> <p>8) What happens when you subtract 0 from a number?</p> <p>9) How can you show all the ways to take apart a number?</p> <p>10) Why are some subtraction facts easy to subtract?</p>		<p>the standard. To help with this, use the Instructional Focus Documents (Use the dropdown to choose what grade-level) and the Go Math Guidance Documents</p>
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First Grade Mathematics Curriculum Map
1st Nine Weeks 2020-2021

First Nine Weeks

TN Standards	Learning Outcomes	Content
Week 6,7 & 8: Chapter 3: Addition Strategies		
<p>1.OA.A.2 Add three whole numbers whose sum is within 20 to solve contextual problems using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.B.3 Apply properties of operations (additive identity, commutative, and associative) as strategies to add and subtract. (Students need not use formal terms for these properties.)</p> <p>1.OA.C.5 Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., $13-4=13-3-1=10-1=9$ or adding $6+7$ by creating the known equivalent $6+4+3=10+3=13$)</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> How do you solve addition problems? What happens if you change the order of addends when 	<p>Learning Targets I can:</p> <p>Understand and apply the Commutative Property of Addition.</p> <p>Use count on 1,2, or 3 strategy to find sums within 20.</p> <p>Use doubles as a strategy to solve addition facts with sums within 20.</p> <p>Use doubles to create equivalent but easier sums.</p> <p>Use doubles plus 1 and doubles minus 1 as strategies to find sums within 20.</p> <p>Use the strategies count on, doubles, doubles plus 1, and doubles minus 1 to practice addition facts within 20.</p> <p>Use a ten frame to add 10 and an addend less than 10.</p> <p>Use make a ten strategy to find sums within 20.</p> <p>Use numbers to show how to use make a ten strategy to add.</p> <p>Use the Associative Property of Addition to add three addends.</p> <p>Understand and apply the Associative Property or Commutative Property of Addition on three addends.</p> <p>Solve adding to and putting together situations using the strategy draw a picture.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's,</p>	<p>Go Math Chapter 3 Lesson 3.1 Algebra: Add in Any Order Lesson 3.2 Count On Lesson 3.3 Hands On: Add Doubles Lesson 3.4 Hands On: Use Doubles to Add Lesson 3.5 Hands On: Doubles Plus and Doubles Minus 1 Lesson 3.6 Practice the Strategies Lesson 3.7 Hands On: Add 10 and more Lesson 3.8 Hands On: Make a 10 to Add Lesson 3.9 Use Make a 10 to Add Lesson 3.10 Hands On: Algebra- Add 3 Numbers Lesson 3.11 Add 3 Numbers Lesson 3.12 Problem Solving- Use Addition Strategies</p> <p>Tasks: https://www.illustrativemathematics.org/1</p> <p>Vocabulary: count on, doubles, doubles plus one, doubles minus one, make a ten, Commutative Property, Associative Property</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively Construct viable arguments and critique the reasoning of others. Model with mathematics Use appropriate tools strategically. Attend to Precision Look for and make use of structure Look for and express regularity in repeated reasoning <p>Math Task Suggestion: Copy and paste the links below to browser Math Tasks for Q1 correlated with Reading Street Stories https://docs.google.com/file/d/0BxWkWA8-Ab3BQ25yUmdxeWVPNUU/edit</p>

<p>you add?</p> <ol style="list-style-type: none">3) How do you count on 1,2, or 3?4) What are doubles facts?5) How can you use doubles to help you add?6) How can you use what you know about doubles to find other sums?7) What strategies can you use to solve addition fact problems?8) How can you use a ten frame to add 10 and some more?9) How do you use the make ten strategy to add?10) How can you make a ten to help you add?11) How can you add three addends?12) How can you group numbers to add three addends?13) How do you solve addition word problems by drawing a picture?	<p>5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Represent and Solve Problems Involving Addition and Subtraction http://commoncoretasks.ncdpi.wikispaces.net/1.OA.1-1.OA.2+Tasks Add and Subtract within 20 http://commoncoretasks.ncdpi.wikispaces.net/1.OA.3-1.OA.4+Tasks Work with Addition and Subtraction Equations http://commoncoretasks.ncdpi.wikispaces.net/1.OA.7-1.OA.8+Tasks</p> <p>http://firstgradecssmresources.blogspot.com/p/first-quarter.html</p>
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First Grade Mathematics Curriculum Map
1st Nine Weeks 2020-2021

First Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 9: Review 1st Nine Weeks Skills		



First Grade Mathematics Curriculum Map 2nd Nine Weeks 2020-2021

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 1 & 2: Chapter 4: Subtraction Strategies		
<p>1.OA.C.5 Add and subtract within 20 using strategies such as counting on, counting back, making 10, using fact families and related known facts, and composing/decomposing numbers with an emphasis on making ten (e.g., $13-4=13-3-1=10-1=9$ or adding $6+7$ by creating the known equivalent $6+4+3=10+3=13$)</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. <i>For example, to solve $10-8=$____, a student can use $8+$____=10.</i></p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How do you solve subtraction problems? 2) How can you count back 1, 2, or 3? 3) How can you use an addition fact to find the answer to a subtraction fact? 4) How can you use addition to help you find the answer to a 	<p>Learning Targets</p> <p>I can:</p> <p>Use count back 1,2, or 3 as a strategy to subtract. Recall addition facts to subtract numbers within 20. Use addition as a strategy to subtract numbers within 20. Use make a 10 as a strategy to subtract. Subtract by breaking apart to make a ten. Solve subtraction problem situations using the strategy act it out.</p> <p>Morning Meeting/Calendar Math: It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 4</p> <p>Lesson 4.1 Count Back</p> <p>Lesson 4.2 Hands On: Think Addition to Subtract</p> <p>Lesson 4.3 Use Think Addition to Subtract</p> <p>Lesson 4.4 Hands On: Use 10 to Subtract</p> <p>Lesson 4.5 Break Apart to Subtract</p> <p>Lesson 4.6 Problem Solving: Use Subtraction Strategies</p> <p>Instructional Focus Documents</p> <p>Go Math K-5 Guidance Documents</p> <p>Vocabulary</p> <p>Counting on, doubles, near doubles, facts, fluency, sum, Ten-frame, make ten, strategy, zero, equation, number sentence, unknown</p> <p>Vocabulary: difference, counting back, part, whole, separating, comparing, minus sign (-), equal sign (=), subtract, subtraction sentence</p> <p>Mathematical Practices Focus</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning

<p>subtraction fact?</p> <p>5) How can you make a ten to help you subtract?</p> <p>6) How do you break apart a number to subtract?</p> <p>7) How can acting out a problem help you solve the problem?</p> <p>8) How can you make a ten to help you subtract?</p> <p>9) How do you break apart a number to subtract?</p> <p>10) How can acting out a problem help you solve the problem?</p>		<ul style="list-style-type: none">• Ensure that instruction meets the rigor called for by the standard. To help with this, use the Instructional Focus Documents (Use the dropdown to choose what grade-level) and the Go Math Guidance Documents
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**First Grade Mathematics Curriculum Map
2nd Nine Weeks 2020-2021**

Second Nine Weeks

TN Standards	Learning Outcomes	Content
Weeks 3 & 4: Chapter 5: Addition and Subtraction Relationships		
<p>1.OA.A.1 Add and subtract within 20 to solve contextual problems, with unknowns in all positions, involving situations of add to, take from, put together/take apart, and compare. Use objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>1.OA.D.7 Understand the meaning of the equal sign (e.g., $6=6$; $5+2=4+3$; $7=8-1$). Determine if equations involving addition and subtraction are true or false.</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation, with the unknown in any position.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can relating addition and subtraction help you to learn and understand facts within 20? 2) How can making a model help you solve a problem? 3) How do related facts help you find missing addends? 	<p>Learning Targets</p> <p>I can:</p> <p>Solve addition and subtraction problem situations using the strategy make a model. Record related facts within 20. Identify related addition and subtraction facts within 20.</p> <p>Apply the inverse relationship of addition and subtraction. Use related facts to determine unknown numbers. Use a related fact to subtract. Choose an operation and strategy to solve an addition or subtraction word problem. Represent equivalent forms of numbers using sums and differences within 20. Determine if an equation is true or false. Add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.</p>	<p>Go Math Chapter 5</p> <p>Lesson 5.1 Problem Solving: Add or Subtract Lesson 5.2 Hands On: Record Related Facts Lesson 5.3 Identify Related Facts Lesson 5.4 Use Addition to check Subtraction Lesson 5.5 Hands On: Algebra: Unknown Numbers Lesson 5.6 Algebra: Use Related Facts Lesson 5.7 Choose and Operation Lesson 5.8 Hands On: Algebra: Ways to Make Numbers to 20 Lesson 5.9 Algebra: Equal and Not Equal Lesson 5.10 Facts to Practice</p> <p>Vocabulary: related facts, inverse</p> <p>Mathematical Practices</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Task Suggestion: https://www.illustrativemathematics.org/1www.edutoolbox.org</p> <p>Additional resource for Quarter 2 http://firstgradeccssmresources.blogspot.com/p/second-</p>

<p>4) How do you know if addition and subtraction facts are related?</p> <p>5) How can you use addition to check subtraction?</p> <p>6) How can you use a related fact to find an unknown number?</p> <p>7) How do you choose when to add and when to subtract to solve a problem?</p> <p>8) How can you add and subtract in different ways to make the same number?</p> <p>9) How can you decide if a number sentence is true or false?</p> <p>10) How can addition and subtraction strategies help you find sums and differences?</p>		<p>quarter.html</p>
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**First Grade Mathematics Curriculum Map
2nd Nine Weeks 2020-2021**

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 5,6 & 7: Chapter 6 Count and Model Numbers		

1.NBT.A.1 Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.

1.NBT.B.2 Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones)

1.NBT.B.3 Compare two two-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

Essential Questions:

- 1) How do you use place value to model, read, and write numbers to 120?
- 2) How can knowing a counting pattern help you count to 120?
- 3) How do numbers change as you count by tens to 120?
- 4) How can you use different ways to write a number as tens and ones?
- 5) How can you show a number as tens and ones?
- 6) How can you model and name groups of ten?
- 7) How can you group cubes to show a number as tens and ones?
- 8) How can you show numbers to

Learning Targets

I can:

Count by ones to extend a counting sequence up to 120.

Count by tens from any number to extend a counting sequence up to 120.

Use models and write to represent equivalent forms of ten and ones

Use objects, pictures, and numbers to represent a ten and some ones.

Use objects, pictures, and numbers to represent tens.

Group objects to show numbers to 50 as tens and ones.

Group objects to show numbers to 100 as tens and ones.

Solve problems using the strategy make a model.

Read and write numerals to represent a number of 100 to 110 objects.

Read and write numerals to represent a number of 110 to 120.

Go Math Chapter 6

Lesson 6.1 Count by Ones to 120

Lesson 6.2 count by tens to 120

Lesson 6.3 Undersand Ten and Ones

Lesson 6.4 Hands On: Make Ten and Ones

Lesson 6.5 Hands On: Tens

Lesson 6.6 Hands On: Tens and Ones to 50

Lesson 6.7 Hands On: Tens and Ones to 100

Lesson 6.8 Problem Solving: Show Numbers in Different Ways

Lesson 6.9 Hands On: Model, Read, and Write Numbers from 100 to 110

Lesson 6.10 Hands On: Models, Read and Write Numbers from 110 to 120

Vocabulary: numerals, skip counting, tens, ones, value, label, Ten-frame, equivalent, digit, hundred

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics
5. Use appropriate tools strategically.
6. Attend to Precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Math Task Suggestions:

<https://www.illustrativemathematics.org/1>

Copy and paste the link below in browser

www.corestandards.org/Math/Content/1/NBT/A/1/

Additional resource for Quarter 2

<http://firstgradecssmresources.blogspot.com/p/second-quarter.html>

- Ensure that instruction meets the rigor called for by the standard. To help with this, use the [Instructional Focus Documents](#) (Use the dropdown to choose what

<p>100 as tens and ones.</p> <p>9) How can making a model help you show a number in different ways.</p> <p>10) How can you model, read and write numbers from 100-110?</p> <p>11) How can you model, read and write numbers from 110 to 120?</p>		<p>grade-level) and the Go Math Guidance Documents</p>
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**First Grade Mathematics Curriculum Map
2nd Nine Weeks 2020-2021**

Second Nine Weeks		
TN Standards	Learning Outcomes	Content

Week 8: Review 2nd Nine Weeks Skills

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First Grade Mathematics Curriculum Map

3rd Nine Weeks 2020-2021

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 1 & 2: Chapter 7: Compare Numbers		
<p>1.NBT.B.3 Compare two two-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.</p> <p>1.NBT.C.5 Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do you use place value to compare numbers? 2. How can you compare two numbers to find which is greater? 3. How can you compare two numbers to find which is less? 4. How can you use symbols to show how numbers compare? 5. How can making a model help you compare numbers? 6. How can you identify numbers that are 10 less or 10 more than a number? 	<p>Learning Targets</p> <p>I can:</p> <p>Model and compare two-digit numbers to determine which is greater.</p> <p>Model and compare two-digit numbers to determine which is less.</p> <p>Use symbols for is less than '$<$', is greater than '$>$', and is equal to '$=$' to compare numbers.</p> <p>Solve problems using the strategy make and model.</p> <p>Identify numbers that are 10 more or 10 less than a given number.</p>	<p>Go Math Chapter 7</p> <p>Lesson 7.1 Hands On: Algebra: Greater Than Lesson 7.2 Hands On: Algebra: Less Than Lesson 7.3 Hands On: Algebra: Use Symbols to Compare Lesson 7.4 Problem Solving: Compare Numbers Lesson 7.5 Hands On: Ten Less, 10 More</p> <p>Instructional Focus Documents Go Math K-5 Guidance Documents</p> <p>Vocabulary: is less than $<$, is greater than $>$, less, more, compare</p> <p>Mathematical Practices</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Tasks: https://www.illustrativemathematics.org/1</p> <p>Additional resource for Quarter 2 http://firstgradeccssmresources.blogspot.com/p/second-quarter.html</p>



First Grade Mathematics Curriculum Map 3rd Nine Weeks 2020-2021

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 3, 4 & 5: Chapter 8: Two Digit Addition and Subtraction		
<p>1.NBT.C.4 Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>1.NBT.C.6 Subtract multiples of ten from multiples of 10 in range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>1.OA.C.6 Fluently add and subtract within 20 using mental strategies. By the end of 1st grade, know from memory all sums up to 10.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can you add and subtract two-digit numbers? 2) What strategies can you use to add and subtract? 3) How can you add tens? 4) How can you subtract tens? 	<p>Learning Targets:</p> <p>I can:</p> <ul style="list-style-type: none"> Add and subtract within 20. Draw a model to add tens. Draw a model to subtract tens. Use a hundred chart to find sums. Use concrete models to add ones or tens to a two-digit number. Make a ten to add a two-digit and a one-digit number. Use tens and ones to add two-digit numbers. Solve and explain two-digit addition word problems using strategy draw a picture. Use a hundred chart to find sums and differences. Add and subtract within 100, including continued practice with facts within 20. <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 8</p> <ul style="list-style-type: none"> Lesson 8.1 Add and subtract within 20 Lesson 8.2 Hands On: Add Tens Lesson 8.3 Hands On: Subtract Tens Lesson 8.4 Use a Hundred Chart to Add Lesson 8.5 Hands On: Use Models to Add Lesson 8.6 Hands On: Make ten to Add Lesson 8.7 Hands On: Use Place Value to Add Lesson 8.8 Problem Solving: Addition Word Problems Lesson 8.9 Related Addition and Subtraction Lesson 8.10 Practice Addition and Subtraction <p><u>Vocabulary:</u> hundred chart, sum, difference, tens, ones, add, subtract,</p> <p><u>Mathematical Practices</u></p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Tasks: https://www.illustrativemathematics.org/1</p>

- 5) How can you use a hundred chart to count on by ones and tens?
- 6) How can models help you add ones or tens to a two-digit number?
- 7) How can making a ten help you add a two-digit number and a one-digit number?
- 8) How can you model tens and ones to help you add two-digit numbers?
- 9) How can drawing a picture help you explain how to solve an addition problem?
- 10) How can you use a hundred chart to show the relationship between addition and subtraction?
- 11) What different ways can you use to add and subtract?

Copy and paste the link below in browser

www.corestandards.org/Math/Content/1/OA/C/6/

Ensure that instruction meets the rigor called for by the standard. To help with this, use the [Instructional Focus Documents](#) (Use the dropdown to choose what grade-level) and the [Go Math Guidance Documents](#)



First Grade Mathematics Curriculum Map 3rd Nine Weeks 2020-2021

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 6 & 7: Chapter 9: Measurement		
<p>1.MD.A.1 Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.</p> <p>1.MD.A.2 Measure the length of an object using non-standard units and express this length as a whole number of units.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can you measure length? 2) How do you order objects by length? 3) How can you compare three objects to put them in order? 4) How do you measure length using nonstandard units? 5) How do you use a nonstandard measuring tool to measure length? 6) How can acting it out help solve measurement problems? 	<p><u>Learning Targets</u></p> <p>I can:</p> <p>Order object by length. Use Transitivity Principle to measure indirectly. Measure length using nonstandard units. Make a nonstandard measuring tool to measure length. Solve measurement problems using strategy act it out.</p> <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 9</p> <p>Lesson 9.1 Hands On: Order Length Lesson 9.2 Indirect Measurement Lesson 9.3 Hands On: Use Nonstandard Units to Measure Length Lesson 9.4 Hands On: Make a Nonstandard Measuring Tool Lesson 9.5 Problem Solving: Measure and Compare</p> <p>Vocabulary: length, order, longest, shortest</p> <p><u>Mathematical Practices</u></p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 8. Look for and express regularity in repeated reasoning <p>http://www.edutoolbox.org/tntools/menu/grade/819/955</p> <p>https://www.illustrativemathematics.org/1</p> <p>Additional resource for Quarter 4 http://firstgradecssmresources.blogspot.com/p/third-quarter.html</p>



First Grade Mathematics Curriculum Map

3rd Nine Weeks 2020-2021

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 8 & 9: Chapter 9: Measurement (Time)		
<p>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Essential Questions:</p> <ol style="list-style-type: none">1) How can you tell time?2) How do you tell time to the hour on a clock that has only an hour hand?3) How do you tell time to the half hour on a clock that has only an hour hand?4) How are the minute hand and hour hand different for time to the hour and time to the half hour?5) How do you know whether to draw and write time to the hour or half hour?	<p>Learning Targets</p> <p>I can:</p> <p>Write times to the hour shown on analog clocks.</p> <p>Write times to the half hour shown on analog clocks.</p> <p>Tell times to the hour and half hour using analog and digital clocks.</p> <p>Use the hour hand to draw and write times on analog and digital clocks.</p>	<p>Go Math Chapter 9</p> <p>Lesson 9.6 Time to The Hour</p> <p>Lesson 9.7 Time to the Hour</p> <p>Lesson 9.8 Tell Time to the Hour and Half Hour</p> <p>Lesson 9.9 Practice Time to the Hour and Half Hour</p> <p>Vocabulary: hour hand, analog, digital, minute hand, hour, minutes</p> <p>Mathematical Practices</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively4. Model with mathematics5. Use appropriate tools strategically.6. Attend to Precision7. Look for and make use of structure8. Look for and express regularity in repeated reasoning



**First Grade Mathematics Curriculum Map
3rd Nine Weeks 2020-2021**

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 10: Review 3rd Nine Weeks Skills		



First Grade Mathematics Curriculum Map 4th Nine Weeks 2020-2021

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 1: Chapter 10: Represent Data		
<p>1.MD.C.5 Organize, represent, and interpret data up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less in one category than in another.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can graphs and charts help you organize, represent, and interpret data? 2) What do the pictures in a picture graph show? 3) How do you make a picture graph to answer a question? 4) How can you read a bar graph to find the number that a bar shows? 5) How does a bar graph help you compare information? 6) How do you count the tallies on a tally chart? 7) Why is a tally chart a good way to show information that you have collected? 8) How can showing information in a graph help you solve problems? 	<p><u>Learning Targets</u></p> <p>I can:</p> <p>Analyze and compare data shown in a picture graph where each symbol represents one. Make a picture graph where each symbol represents one and interpret the information.</p> <p>Analyze and compare data shown in a bar graph. Make a bar graph and interpret information.</p> <p>Analyze and compare data shown in a tally chart. Make a tally chart and interpret the information.</p> <p>Solve problem situations using the strategy make a graph.</p> <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 10 Lesson 10.1 Read Picture Graphs Lesson 10.2 Hands On: Make Picture Graphs Lesson 10.3 Read Bar Graphs Lesson 10.4 Hands On: Make Bar Graphs Lesson 10.5 Read Tally Charts Lesson 10.6 Hands On: Make Tally Charts Lesson 10.7 Problem Solving: Represent Data</p> <p>Instructional Focus Documents Go Math K-5 Guidance Documents</p> <p>Vocabulary: graph, data, category, more, less, horizontal, vertical, picture graph, bar graph, tally chart, tally mark, count, compare, shorter, longer</p> <p><u>Mathematical Practices</u></p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 8. Look for and express regularity in repeated reasoning <p>Math Tasks: https://www.illustrativemathematics.org/1</p>



First Grade Mathematics Curriculum Map

4th Nine Weeks 2020-2021

Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 2 & 3 : Chapter 11: Three-Dimensional Geometry		
<p>1.G.A.1 Distinguish between attributes (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.</p> <p>1.G.A.2 Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).</p> <p>Essential Questions:</p> <ol style="list-style-type: none">1) How do you identify and describe three-dimensional shapes?2) How can you combine three-dimensional shapes to make a new shape?3) How can you use a combined shape to build new shapes?4) How can acting it out help you take apart combined shapes?5) What two-dimensional shapes do you see on the flat surfaces of three-dimensional shapes?	<p>Learning Targets</p> <p>I can:</p> <p>Identify and describe three-dimensional shapes according to the defining attributes.</p> <p>Compose a new shape by combining three-dimensional shapes.</p> <p>Use composite three-dimensional shapes to build new shapes.</p> <p>Identify three-dimensional shapes used to build a composite shape using the strategy act it out.</p> <p>Identify two-dimensional on three-dimensional shapes.</p> <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 11</p> <p>Lesson 11.1 Hands On: Three Dimensional Shapes Lesson 11.2 Hands On: Combine Three-Dimensional Shapes Lesson 11.3 Hands On: Make A New Three-Dimensional Shape Lesson 11.4 Problem Solving: Take Apart Three-Dimensional Shapes Lesson 11.5 Hands On: Two Dimensional Shapes on Three Dimensional Shapes</p> <p>Vocabulary: cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere, combine</p> <p>Mathematic Practices:</p> <ol style="list-style-type: none">1. Make sense of problems and persevere in solving them.2. Reason abstractly and quantitatively3. Construct viable arguments and critique the reasoning of others.4. Model with mathematics5. Use appropriate tools strategically.6. Attend to Precision7. Look for and make use of structure8. Look for and express regularity in repeated reasoning <p>Math Tasks: https://www.illustrativemathematics.org/1</p>



First Grade Mathematics Curriculum Map 4th Nine Weeks 2020-2021

Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content
Week 4: Chapter 12: Two-Dimensional Geometry		
<p>1.G.A.1 Distinguish between attributes (e.g., number of sides and vertices) versus attributes that do not define the shape (e.g. color, orientation, overall size); build and draw two-dimensional shapes to possess defining attributes.</p> <p>1.G.A.2 Create a composite shape and use the composite shape to make new shapes by using two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, rectangular prisms, cones, and cylinders).</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How do you sort and describe two-dimensional shapes? 2) How can you use attributes to classify and sort two-dimensional shapes? 3) What attributes can you use to describe two-dimensional shapes? 4) How can you put two-dimensional shapes together to make new two-dimensional shapes? 	<p><u>Learning Targets</u></p> <p>Use defining attributes to sort shapes. Describe attributes of two-dimensional shapes. Use objects to compose new two-dimensional shapes. Compose a new shape by combining two-dimensional shapes. Make new shapes from composite two-dimensional shapes using the strategy act it out. Decompose combined shapes into shapes. Decompose two-dimensional shapes.</p> <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 12 Lesson 12.1 Sort Two-Dimensional Shapes Lesson 12.2 Describe Two-Dimensional Shapes Lesson 12.3 Hands On: Combine Two- Dimensional Shapes Lesson 12.4 Combine More Shapes Lesson 12.5 Problem Solving: Make New Two-Dimensional Shapes Lesson 12.6 Hands On: Find Shapes in Shapes Lesson 12.7 Take Apart Two-Dimensional Shapes</p> <p>Vocabulary: attribute, sort, classify, circles, rectangles, sides, square, triangles, vertices, hexagon, trapezoid</p> <p>Mathematical Practices</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 4. Model with mathematics 5. Use appropriate tools strategically. 6. Attend to Precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning <p>Math Tasks: https://www.illustrativemathematics.org/1 http://www.edutoolbox.org/tntools/menu/grade/8/19/955</p> <ul style="list-style-type: none"> • Ensure that instruction meets the rigor called for by the standard. To help with this, use the Instructional Focus Documents (Use the dropdown to choose what grade-level) and the Go Math Guidance Documents

<p>5) How can you combine two-dimensional shapes to make new shapes?</p> <p>6) How can acting it out help you make new shapes from combined shapes?</p> <p>7) How can you find shapes in other shapes?</p> <p>8) How can you take apart two-dimensional shapes?</p>		
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Fourth Nine Weeks

TN Standards	Learning Outcomes	Content
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Week 5: Chapter 12 Geometry (Fractional Parts)

<p>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that portioning into more equal shares creates smaller shares.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can you identify equal and unequal parts in two-dimensional shapes? 2) How can a shape be separated into two equal shares? 3) How can a shape be separated into four equal shares? 	<p>Learning Targets</p> <p>I can:</p> <p>Identify equal and unequal parts (or shares) in two-dimensional shapes. Partition circles and rectangles into two equal shares. Partition circles and rectangles into four equal shares.</p> <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Go Math Chapter 12</p> <p>Lesson 12.8 Equal or Unequal Parts Lesson 12.9 Halves Lesson 12.10 Fourths</p> <p>Vocabulary: equal parts, equal shares, unequal parts, unequal shares, half of, halves, fourth of, fourths, quarter of, quarters</p> <p>Mathematical Practices:</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 6. Attend to Precision
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First Grade Mathematics Curriculum Map 4th Nine Weeks 2020-2021

Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 6 & 7 : Money (There is no Go Math Chapter for Money)		
<p>1.MD.B.4 Count the value of a set of like coins less than one dollar using the cent ¢ symbol.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) What are the characteristics and defining attributes of a penny, nickel, dime and quarter? 2) How can you determine the value of a half- dollar and dollar? 3) How can you count a set of coins to determine the values? 	<p>Learning Targets</p> <p>I can:</p> <p>Recognize a penny, nickel, dime, and quarter. Recognize and determine the value of a half-dollar and dollar. Count a set of coins and determine the value less than one dollar</p> <p><u>Morning Meeting/Calendar Math:</u> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.</p>	<p>Vocabulary: penny, nickel, dime, quarter, coin, cents, dollar, half-dollar</p> <p>TPT Units (Purchase at your own discretion)</p> <p>https://www.teacherspayteachers.com/Product/Money-Worksheets-and-Money-Games-and-Activities-HUGE-Unit-2373308</p> <p>https://www.teacherspayteachers.com/Product/Money-Booklets-197917 (Free)</p> <p>https://www.teacherspayteachers.com/Product/The-Coin-Crew-A-Money-Unit-1169008</p> <p>https://www.teacherspayteachers.com/Product/Counting-Money-Worksheets-Identifying-Coins-and-Adding-Coins-2495897</p> <p>https://www.teacherspayteachers.com/Product/Its-All-About-the-MONEY-513949</p> <p>Money Songs:</p> <p>https://www.youtube.com/watch?v=RVpcZ5obmsM</p> <p>https://www.youtube.com/watch?v=vMSAzl6V95M</p> <p>https://www.youtube.com/watch?v=MbtmucV-U2c</p> <p>https://www.youtube.com/watch?v=pnXJGNo08v0</p>



First Grade Mathematics Curriculum Map

4th Nine Weeks 2020-2021

Fourth Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 8 & 9: Review and Getting Ready Lessons		
Review skills if needed. Assess for end of the year. Enrich (take students to the next level)	<u>Morning Meeting/Calendar Math</u> : It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, & place value, math equations, counting by 2's, 5's, 10's, number word forms, days of the week, months of the year, temperature, and problem of the day.	Go Math Getting Ready for 2 nd Grade is found under the resources tab in ThinkCentral. Use this to review important skills and prep students for 2 nd grade.

