

1st Grade Mathematics Curriculum Year-At-A-Glance

Unit 1: Patterns	Unit 2: Place Value of Two-digit Numbers	Unit 3: Count, Read, and Write Numbers	Unit 4: Addition and Subtraction	Unit 5: Count, Read, and Write Numbers
<p>Essential Standard 1_M_1: Students will analyze and describe patterns.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_1_A: Extend patterns of sound and motion. (S) (A1A1) 1_M_1_B: Extend patterns of shape and simple numeric patterns. (R) (A1A1) 1_M_1_C: Describe how patterns are generated. (R) (A1B1) 	<p>Essential Standard 1_M_5: Students will demonstrate an understanding of the base-ten number system.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_5_A: Understand that the digits of a two-digit number represent amounts of tens and ones and that a bundle of ten ones is called a “ten”. (R) (1.NBT.2a) 1_M_5_B: Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (R) (1.NBT.2c) 1_M_5_C: Understand that the numbers from 10-99 are composed of a ten(s) and zero, one, two, three, four, five, six, seven, eight, or nine ones. (R) (1.NBT.2b) 1_M_5_D: Given a two-digit number, mentally find 10 more or 10 less than a number without having to count; explain the reasoning used. (R) (1.NBT.5) 1_M_5_E: Add and subtract multiples of 10 in the range 10-90 to/from multiples of 10 in the range of 10-90 (positive or zero differences), using multiple strategies. (R) (1.NBT.6) 1_M_5_F: Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols <, =, and >. (R) (1.NBT.3) 	<p>Essential Standard 1_M_2: Students will read, write, and extend the counting sequence of whole numbers.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_2_A: Count to 60, starting at any number less than 60. (R) (1.NBT.1) 1_M_2_B: Read numerals to 60. (R) (1.NBT.1) 1_M_2_C: Write numerals to 60. (R) (1.NBT.1) 1_M_2_D: Represent a number of objects with a written numeral (up to 60). (R) (1.NBT.1) 1_M_2_E: Classify numbers as even or odd. (R) (2.OA.3) 1_M_2_F: Determine whether a group (up to 20) has an odd or even number of objects, by pairing objects and counting them by 2s. (R) (2.OA.3) 1_M_2_G: Skip count by 2s, 5s, and 10s to 60. (R) (1.NBT.1) 	<p>Essential Standard 1_M_3: Students will understand and apply the properties of addition and subtraction.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_3_A: Relate counting to addition and subtraction. (K) (1.OA.5) 1_M_3_B: Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false. (K) (1.OA.7) 1_M_3_C: Apply multiple strategies, including properties of operations, to add or subtract. (R) (1.OA.3) 1_M_3_D: Understand subtraction as an unknown addend problem. (K) (1.OA.4) 1_M_3_E: Write an equation to express an even or odd number as a sum of two addends. (R) (2.OA.3) 1_M_3_F: Add and subtract numbers within 20 using multiple strategies. (R) (1.OA.6) 1_M_3_G: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (R) (1.OA.8) 1_M_3_H: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. (R) (1.OA.1) 1_M_3_I: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. (R) (1.OA.2) 	<p>Essential Standard 1_M_2: Students will read, write, and extend the counting sequence of whole numbers.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_2_A: Count to 120, starting at any number less than 120. (R) (1.NBT.1) 1_M_2_B: Read numerals to 120. (R) (1.NBT.1) 1_M_2_C: Write numerals to 120. (R) (1.NBT.1) 1_M_2_D: Represent a number of objects with a written numeral (up to 120). (R) (1.NBT.1) 1_M_2_G: Skip count by 2s, 5s, and 10s to 120. (R) (1.NBT.1)
Unit 6: Addition/Subtraction of Two-digit Numbers	Unit 7: Geometry	Unit 8: Halves, Thirds, and Fourths	Unit 9: Measurement	Unit 10: Data
<p>Essential Standard 1_M_3: Students will understand and apply the properties of addition and subtraction.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_3_D: Understand subtraction as an unknown addend problem. (K) (1.OA.4) 1_M_3_J: Add and subtract a two-digit number and a multiple of 10 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (R) (1.NBT.4) 1_M_3_K: Add within 100, including adding a two-digit number and a one-digit number. (R) (1.NBT.4) 1_M_3_L: Understand that in adding two-digit numbers, you add tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (R) (1.NBT.4) 	<p>Essential Standard 1_M_4: Students will identify and describe two- and three-dimensional shapes and fractional parts of shapes.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_4_A: Identify, name, and describe two-dimensional shapes (circle, triangle, rectangle, square, trapezoid and rhombus). (K) (1.G.2) 1_M_4_B: Identify, name, and describe three-dimensional (solid) shapes using physical models (cube, cone, cylinder, rectangular prism, pyramid, and sphere). (K) (K.G.3) 1_M_4_C: Distinguish between defining attributes versus non-defining attributes of two- and three-dimensional shapes. (R) (1.G.1) 1_M_4_D: Build and draw shapes to possess defining attributes for two- and three-dimensional shapes. (R) (1.G.1) 1_M_4_E: Compose two-dimensional shapes (circle, triangle, rectangle, square, trapezoid, half-circle, quarter-circle) or three-dimensional shapes (cube, cone, cylinder, rectangular prism) to create new shapes. (R) (1.G.2) 1_M_4_F: Analyze and compare three-dimensional shapes in different sizes and orientations using informal language to describe similarities, differences, parts, and other attributes (cube, cone, cylinder, rectangular prism, pyramid, and sphere). (R) (K.G.4) 	<p>Essential Standard 1_M_4: Students will identify and describe two- and three-dimensional shapes and fractional parts of shapes.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_4_G: Partition circles, rectangles, and squares into two, three, and/or four equal shares. (R) (1.G.3/2.G.3) 1_M_4_H: Describe the shares using the words halves, thirds, fourths, and quarters, and use the phrases half of, third of, fourth of, and quarter of. (R) (1.G.3/2.G.3) 1_M_4_I: Describe the whole as two of, three of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares. (R) (1.G.3) 1_M_4_J: Describe and understand that equal shares of identical wholes need not have the same shape. (R) (2.G.3) 	<p>Essential Standard 1_M_6: Students will use non-standard units and data to measure, compare, and organize objects and concepts.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_6_A: Order three objects by length; compare the lengths of two objects indirectly by using a third object. (R) (1.MD.1) 1_M_6_B: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end with no gaps or overlaps. (R) (1.MD.2) 	<p>Essential Standard 1_M_6: Students will use non-standard units and data to measure, compare, and organize objects and concepts.</p> <p>Learning Targets</p> <ul style="list-style-type: none"> 1_M_6_C: Sort and classify items according to their attributes. (R) (1.MD.4) 1_M_6_D: Gather, organize, and represent data using picture and bar graphs with one-to-one correspondence. (R) (1.MD.4) 1_M_6_E: Pose questions and interpret data with up to three categories. (R) (1.MD.4)

Grade Level Expectation: By the end of Grade 1 students should be able to demonstrate fluency for addition and subtraction within 10. (1.OA.6)