

FIRST GRADE MATH CURRICULUM

Math Unit: Addition Concepts and Strategies		Pacing Guide: September-October
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How do pictures show adding to? How do you model adding to a group? How do you model putting together? How do you solve addition problems by making a model? What happens when you add zero to a number? Why can you add addends in any order? How can you show all the ways to make a number? Why are some addition facts easy to add? How can you count on one, two, or three? How can you use doubles facts to find other sums? What strategies can you use to solve addition fact problems? How can you use a ten frame to add ten and some more? How do you use the “make a ten” strategy to add? How can you group numbers to add three addends? How do you solve addition word problems by drawing a picture? 	<ul style="list-style-type: none"> I can use pictures to “add to” and find sums. I can use objects or make a model to solve “adding to” and “putting together” addition problems. I know that when I add with zero, the sum is the same as the addend. I can add the addends in any order to find the sum. I can model or write all the ways to make ten. I can quickly add numbers to ten. I can use count on 1, 2, or 3 as a strategy to find sums of 20. I can use count on, doubles, and doubles plus and minus one to practice adding to 20. I can use a ten frame when I add ten and another number less than 10. I can use “make a ten” strategy with sums less than twenty. I can group numbers together when I add three addends. I can draw pictures to solve addition problems. 	<ul style="list-style-type: none"> <i>SWBAT</i> Solve addition word problems using pictures, snap cubes, or 2-color counters. Students should be able to solve six of eight problems correctly. 1.OA.A.1 <i>SWBAT</i> Apply the commutative property of addition using dominoes to change the order of the addends. Write the number model to go with it. Teacher should display a domino to the whole class (4,3). Have students write the number model to go with it. Then turn the domino around and have students write the number model for that one. Repeat with other dominos. Students will be able to score nine out of twelve given problems. 1.OA.B.3 <i>SWBAT</i> Fluently add within ten, including adding zero. Students must answer nine out of the twelve correctly. 1.OA.C.6 <i>SWBAT</i> Solve addition number sentences using the strategy, count on one, two, or three. Students must answer nine out of the twelve correctly. 1.OA.C.5 <i>SWBAT</i> Solve addition number sentences using doubles, doubles plus one and doubles minus one. They must answer nine of the twelve correctly. 1.OA.C.6 <i>SWBAT</i> Add numbers with a sum greater than ten using the strategy, “Make a Ten” with a ten frame and two-color counters. Students should be able to demonstrate and record each step. Students must complete nine out of twelve correctly. 1.OA.C.6 <i>SWBAT</i> Solve and write addition problems with three addends using pictures, counters, or snap cubes. Students must complete nine out of twelve correctly. 1.OA.A.2

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Suggested Activities

- District approved program accessories
- Addition Flash Cards
- Addition bingo
- Color by Sum (Shared Google Drive)
- Roll a Sum (Shared Google Drive)
- Domino Addition Activities (Shared Google Drive)
- Go Fish Addition (Shared Google Drive)
- Ducky Sums Game (Shared Google Drive)
- Top It Addition
- Snap Cube Build a Number (Shared Google Drive)
- Penny Plate Game (Shared Google Drive)
- Show Me the Number Center (Shared Google Drive)
- Grab n Spill Center (Shared Google Drive)
- Making 10/20 Solitaire (Shared Google Drive)
- Making 10/20 Go Fish (Shared Google Drive)
- Adding Dominoes Center (Shared Google Drive)
- Add My Two Numbers Center (Shared Google Drive)
- Books; What's New at the Zoo, One is a Snail Ten is a Crab, The Mission of Addition, Quack and Count, Animals on Board, Domino Addition, 365 Penguins, Math for All Seasons, The 512 Ants on Sullivan St.

Reinforcement

- Reteach
- Personal Math Trainer
- Review “Show What You Know” activity at the beginning of each chapter
- Tier 1 or 2 Activity online
- Individual Assistance
- Practice in centers with a partner
- Screen and implement Tier 2 interventions
- Reteach worksheet pages (chapter resources book)
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

Enrichment

- GoMath Advanced Learners Activity
- GoMath Enrich (in Chapter Resources)
- Online Activities:
 - 1) Addition Hidden Picture
- Classroom Activities:
 - 1) Think Central -
Chapter 1: Addition Concepts
Why It Matters • Everyday Materials
Kinds of Energy • Do the Math!–Solve a Problem
Chapter 3: Addition Strategies
Play Your Part • Do the Math!–Solve a Problem
 - 2) Fruit Market
 - 3) Farmer’s Map

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Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● Chapter 1 and 3 math journals ● Snap cubes, Dominos, 2-Color Counters ● Flash cards ● Smart board 	<ul style="list-style-type: none"> ● Show What You Know ● Mid chapter check ● Chapter Review ● End of chapter test
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● http://www.abcmouse.com ● http://www.abcya.com ● http://www.education.com/games/first-grade/math/ ● http://www.mathgametime.com/games/alien-addition ● https://www.mathabc.com/math-1st-grade ● https://www.youtube.com/watch?v=wy389QGYe4I 	<ul style="list-style-type: none"> ● Addition bingo ● Grab and Go games ● <u>Virtual Manipulatives</u>
Standards	
<p>1.OA.A.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.B.3 Apply properties as strategies to add and subtract. <i>Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4=2+10=12$. (Associative property of addition.) {Students need not use formal terms for these properties}</i></p> <p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such a counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1+13$).</p>	
Cross-Curricular Connections	
<p>21st Century Skills: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Technology: 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.</p> <p>SEL: Develop, implement and model effective problem solving and critical thinking skills.</p> <p>Language Arts: SL1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	

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Math Unit: Subtraction Concepts and Strategies		Pacing Guide: October-November
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How can you show taking from with pictures? How do you model taking from a group? How do you model taking apart? How do you solve subtraction problems by making a model? How can you use pictures and models to compare and subtract? What happens when you subtract zero from a number? How can you show ways to take apart a number? Why are some subtraction facts easy to subtract? How can you count back one, two, or three to subtract? How can you use an addition fact to find the answer to a subtraction fact? How do you break apart a number to make ten in order to subtract? How can acting out a problem help you solve it? 	<ul style="list-style-type: none"> I can use pictures to show “taking from” and find differences. I can use objects to solve “taking from” and “taking apart” subtraction problems. I can make a model to solve taking from and taking apart problems. I can look at picture groups to help me understand subtraction. I can model and compare groups of objects to show subtraction. I can figure out how many are left when I subtract zero. I can use objects to show ways to take ten apart and write the number models. I know how to subtract quickly within ten. I can count back one, two or three to subtract. I can use addition to help me subtract. I can subtract by breaking apart to make a ten. I can do subtraction problems by acting it out. 	<ul style="list-style-type: none"> <i>SWBAT</i> Solve subtraction word problems using the strategies taking from, taking apart, taking from a group, making a model, acting it out, or drawing a picture. Students must complete six out of eight correctly. 1.OA.A.1 <i>SWBAT</i> Subtract all or zero from a number. Students should answer nine out of twelve correctly. 1.OA.D.8 <i>SWBAT</i> Show ways to “take apart” ten using snap cubes. Distribute ten snap cubes to each student. Students should find and record seven out of eleven ways to make ten. 1.OA.A.1 <i>SWBAT</i> Subtract within twenty with nine out of twelve correct.. 1.OA.C.6 <i>SWBAT</i> Solve subtraction number sentences using the count back strategy. They must answer nine out of twelve correctly. 1.OA.C.5 <i>SWBAT</i> Use addition facts in order to subtract. Students must answer nine out of twelve correctly. 1.OA.B.4 <i>SWBAT</i> Solve subtraction number sentences using the “break apart” strategy. Students should be able to demonstrate and record each step. Students must complete nine out of twelve parts correctly. 1.OA.A.1

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Suggested Activities

- District approved program accessories
- Subtraction Bingo
- Ten Frame and number cards to show different numbers
- Color By Difference (Shared Google Drive)
- Snap Cube Build a Number (Shared Google Drive)
- Penny Plate Game (Shared Google Drive)
- Find the Difference Center (Shared Google Drive)
- Flip a Difference Center (Shared Google Drive)
- Under the Sea Game (Shared Google Drive)
- Subtraction Slide Game (Shared Google Drive)
- Continue using centers from prior units
- Top It Subtraction
- Subtraction Flash Cards
- Books-The Monster Musical Chairs, Elevator Magic, Minus Sign, Shark Swimathon, Ten Sly Piranhas, The Action of Subtraction, Subtraction Action

Reinforcement

- Reteach
- Personal Math Trainer
- Review “Show What You Know” activity at the beginning of each chapter
- Tier 1 or 2 Activity online
- Individual Assistance
- Practice in centers with a partner
- Screen and implement Tier 2 interventions
- Reteach worksheet pages (chapter resources book)
- Response to Intervention Activities (Think Central)
- ELL Activities
- Strategic Intervention Guide (Think Central)
- Intensive Intervention Guide (Think Central)

Enrichment

- GoMath Advanced Learners Activity
- GoMath Enrich (in Chapter Resources)
- Online Activities:
 - 1) Subtraction Hidden Picture
 - 2) Penelope’s Flowers
- Classroom Activities:
 - 1) Think Central -
Chapter 2: Subtraction Concepts
Using Force • Predict Motion
Chapter 4: Subtraction Strategies
Move It! • Do the Math!-Solve a Word Problem
 - 2) Fruit Market
 - 3) Farmer’s Map -

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Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● Chapter 2 and 4 math journals ● Snap cubes ● Two-color Counters ● Dry erase boards ● Smart board 	<ul style="list-style-type: none"> ● Show What You Know ● Mid chapter check ● Chapter Review ● End of chapter test
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● http://www.abcmouse.com ● http://www.abeya.com ● http://www.education.com/games/first-grade/math/ ● http://www.mathgametime.com/games/alien-addition ● http://www.funbrain.com ● https://www.mathabc.com/math-1st-grade 	<ul style="list-style-type: none"> ● Subtraction bingo ● Grab and Go games ● <u>Virtual Manipulatives</u>
Standards	
<p>1.OA.A.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.B.4 Understand subtraction as an unknown-addend problem. For ex. Subtract 10-8 by finding the number that makes ten when added to 8.</p> <p>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such a counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1+13$).</p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5+?=3$, $6+6=?$.</i></p>	
Cross-Curricular Connections	
<p>21st Century Skills: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Technology: 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.</p> <p>SEL: Develop, implement and model effective problem solving and critical thinking skills.</p> <p>Language Arts: SL1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	

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Math Unit: Addition and Subtraction Relationships		Pacing Guide: December-January
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> How can you use addition to check subtraction? How can you use a related fact to find an unknown number? How do you choose when to add and when to subtract to solve a problem? How can you add and subtract in different ways to make the same number? How can you decide if a number sentence is true or false? 	<ul style="list-style-type: none"> I can use fact families to help me with subtraction. I can use fact families to find an answer I don't know. I can figure out if I should add or subtract. I can name different ways to make a number by adding or subtracting. I can figure out if a number sentence is true or false. 	<ul style="list-style-type: none"> <i>SWBAT</i> Use addition to check subtraction by completing by completing an addition problem for each subtraction problem they solve. Students must complete nine out of twelve problems correctly. 1.OA.C.6 <i>SWBAT</i> Find an unknown number using a related fact. They should complete nine out of twelve correctly. 1.OA.D.8 <i>SWBAT</i> Choose an operation and strategy to solve addition and subtraction word problems. Students must complete six out of eight correctly. 1.OA.A.1 <i>SWBAT</i> Represent a target number up to 20 using different addition and subtraction number sentences. Students should complete nine out of twelve correctly. 1.OA.C.6 <i>SWBAT</i> Decide if a number sentence is true or false. Students must answer nine out of twelve correctly. 1.OA.D.7
Suggested Activities		
<ul style="list-style-type: none"> District approved program accessories Addition/Subtraction Bingo Continue using centers from prior units Add to Subtract Bingo (Shared Google Drive) Fact Family Roll (Shared Google Drive) Create Fact Triangle Flash Cards 		
Reinforcement		Enrichment
<ul style="list-style-type: none"> Reteach Resources Personal Math Trainer RTI Tier 1 and 2 Activity online Review "Show What You Know" activity 		<ul style="list-style-type: none"> GoMath Advanced Learners Activity GoMath Enrich (in Chapter Resources) Classroom Activities: <ol style="list-style-type: none"> 1) Think Central -<u>Chapter 5: Addition and Subtraction</u>

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<ul style="list-style-type: none"> • Individual Assistance • Practice in centers with a partner • Screen and implement Tier 2 interventions • Reteach worksheet pages (chapter resources book) • Response to Intervention Activities (Think Central) • ELL Activities • Strategic Intervention Guide (Think Central) • Intensive Intervention Guide (Think Central) 	<p><u>Relationships Get it Together • Explore Magnets • Jump Into Safety • Water Safety • Care for the Earth • Do the Math!–Solve a Problem</u></p> <p>2) <u>Farmer’s Map</u></p>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Snap cubes, Two-color counters, dominos • Laminated Ten frames • Chapter 5 Journals 	<ul style="list-style-type: none"> • Show What You Know • Mid chapter check • Chapter Review/End of Chapter Test
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • http://www.mathgametime.com/games/alien-addition • http://www.abcmouse.com • http://www.abeya.com • https://www.mathabc.com/math-1st-grade 	<ul style="list-style-type: none"> • Addition/Subtraction bingo • Grab and Go games • <u>Virtual Manipulatives</u>
Standards	
<p>1.OA.A.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such a counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1+13$).</p> <p>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.</i></p> <p>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $5+?=3$, $6+6=?$.</i></p>	
Cross-Curricular Connections	
<p>21st Century Skills: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Technology: 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.</p> <p>SEL: Develop, implement and model effective problem solving and critical thinking skills.</p>	

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Language Arts: W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Math Unit: Numbers and Operations in Base Ten		Pacing Guide: January-March
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • How can you show numbers to 100 as tens and ones? • How can you model, read, and write numbers to 120? • How can you use symbols to show how numbers compare? • How can you identify numbers that are 10 less or 10 more than a number? • How can you subtract tens? • How can you use a hundred chart and model to help you add two-digit numbers? • How can drawing a picture help you explain how to solve an addition problem? • How can you use a hundred chart to show the relationship between addition and subtraction? 	<ul style="list-style-type: none"> • I can group objects to show number to 100 as tens and ones. • I can read, write, and model number to 120. • I can use symbols to show greater than, less than or equal. • I can identify numbers that are 10 more 10 less than a number. • I can draw a model to subtract tens. • I can use a hundred chart or use a model to add numbers. • I can draw a picture to help me figure out an addition problem. • I can use a hundred chart to add and subtract. 	<ul style="list-style-type: none"> • <i>SWBAT</i> Show numbers to 100 as tens and ones using base ten blocks. Students should complete nine out of twelve correctly. 1.NBT.B.2 • <i>SWBAT</i> Model, read, and write numbers to 120. Complete nine out of twelve correctly. 1.NBT.A.1 • <i>SWBAT</i> Compare numbers using symbols to represent greater than, less than, or equal to. Students should complete nine of twelve correctly. NBT.B.3 • <i>SWBAT</i> Write and draw numbers that are 10 more/10 less than a given number. Students should score nine out of twelve correctly. 1.NBT.C.5 • <i>SWBAT</i> Draw a model to subtract tens. Students should complete nine of twelve correctly. 1.NBT.C.6 • <i>SWBAT</i> Add a two-digit number and a multiple of 10 or a two-digit number and a one-digit number. Provide hundred chart and base-ten blocks. Students select one completed problem and either write or verbally explain to the teacher the reasoning used to solve that problem. Students should complete nine out of twelve problems correctly and be able to explain the reasoning. 1.NBT.C.4 • <i>SWBAT</i> Use a hundred chart to show the relationship between adding and subtracting. Students should answer nine out of twelve correctly. 1.NBT.C.4

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Suggested Activities	
<ul style="list-style-type: none"> ● District approved program accessories ● Addition/Subtraction Bingo ● Continue using centers from prior units ● Show the Numbers Game (Shared Google Drive) ● Number Chart Puzzles Center (Shared Google Drive) ● 4 in a Row Center (Shared Google Drive) ● Spin it, Make it, Name it Center (Shared Google Drive) ● Place Value Roll Center (Shared Google Drive) ● Number Top It ● What Can You Make Center (Shared Google Drive) ● Roll and Race to 100/120 Center(Shared Google Drive) ● Neighborhood Sums Game (Shared Google Drive) ● Ten More Ten Less Center (Shared Google Drive) ● Spin and Add Center (Shared Google Drive) 	
Reinforcement	Enrichment
<ul style="list-style-type: none"> ● Reteach Resources ● Personal Math Trainer ● RTI Tier 1 and 2 Activity online ● Review “Show What You Know” activity at the beginning of each chapter ● Individual Assistance ● Practice in centers with a partner ● Screen and implement Tier 2 interventions ● Reteach worksheet pages (chapter resources book) ● Response to Intervention Activities (Think Central) ● ELL Activities ● Strategic Intervention Guide (Think Central) ● Intensive Intervention Guide (Think Central) 	<ol style="list-style-type: none"> 1) GoMath Advanced Learners Activity 2) GoMath Enrich (in Chapter Resources) 3) Online Activity: <ol style="list-style-type: none"> 1) <u>Number Patterns</u> 2) <u>Place Value Baking</u> 3) <u>Comparing Numbers</u> 4) <u>Less Than and Greater Than</u> 5) <u>Alien Addition</u> 6) <u>Jet Ski Addition</u> 7) <u>Minus Mission</u> ● Classroom Activities: <ol style="list-style-type: none"> 1) Think Central - <u>Caring for Pets</u> • <u>Do the Math!–Solve a Problem</u> <u>Rocks and Soil</u> • <u>Identify Natural Resources</u> <u>What’s It Like?</u> • <u>Do the Math! Hide Me!</u> • <u>Camouflage Hatch, Swim, Hop</u> • <u>Frog Life Cycle</u> <u>Plant Power</u> • <u>Do the Math!–Solve a Problem</u> 2) Design your Own Shop - <u>CLICK for more details</u> 3) Picnic with Friends

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	4) News Reporter Math - CLICK for more details
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● Base Ten Blocks ● Place value mat ● Chapter 6-8 Math Journals 	<ul style="list-style-type: none"> ● Show What You Know ● Mid chapter check ● Chapter Review ● End of chapter test
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● http://www.education.com/games/first-grade/math/ ● http://www.mathgametime.com/games/alien-addition ● http://www.abcmouse.com ● http://www.abeya.com ● https://www.mathabc.com/math-1st-grade ● http://www.splashlearn.com 	<ul style="list-style-type: none"> ● Addition/Subtraction bingo ● Grab and Go games ● Virtual Manipulatives
Standards	
<p>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones- called a “ten”. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. 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). <p>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	
Cross-Curricular Connections	
<p>21st Century Skills: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Technology: 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.</p> <p>SEL: Develop, implement and model effective problem solving and critical thinking skills.</p> <p>Language Arts: W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	

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Math Unit: Measurement and Data		Pacing Guide: March-May
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • How can you compare lengths of three objects to put them in order? • How can you measure length using nonstandard units? • How do you tell time (and write time) to the hour and the half hour on a clock on using an analog and digital clock? • How can you show information in a graph to help you solve problems? 	<ul style="list-style-type: none"> • I can put them in order from longest to shortest or shortest to longest. • I can use square tiles to measure. • I can tell times to the hour and half hour using both kinds of clocks. • I can solve problems using the strategy- Make a Graph. 	<ul style="list-style-type: none"> • SWBAT Order three objects from shortest to longest. Students should answer nine out of twelve correctly. 1.MD.A.1 • SWBAT Measure length using a non-standard unit of length (paper clip, tile, or snap cube). Students should answer nine out of twelve correctly. 1.MD.A.2 • SWBAT Tell and write time to the hour and half hour. Students should answer nine out of twelve correctly. 1.MD.B.3 • SWBAT Organize, represent, and interpret data and ask and answer questions about the data. Students will record tally marks, make a picture graph and bar graph, answer questions and create one question for their data. Students should correctly answer nine out of twelve correctly. 1.MD.C.4
Suggested Activities		
<ul style="list-style-type: none"> • District approved program accessories • Telling Time Bingo • Measure Up Game (Shared Google Drive) • Measure This Center (Shared Google Drive) • Time Match Center (Shared Google Drive) • Graph Game (Shared Google Drive) • Data and Graph Center (Shared Google Drive) • Weather Graph • Play “I have who has” with time • Books-Millions to Measure, Counting on Frank, Super Saturday Sand Castle, Mighty Maddie, Pastry School in Paris, Hershey’s Milk chocolate weights and measures, Me and the Measure of Things, Sam’s Sneaker Squares, Keep You Distance, the Dragon’s Scales, The Best Bug Parade, Math Counts, Length, Weight, Size, Capacity, Room for Ripley, How big is a foot, Tally O’Malley, Lemonade for Sale, The 		

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Great Graph Contest, Less Than Zero, Tally Cat Keeps Track, The Best Vacation Ever, Family Reunion

Reinforcement	Enrichment
<ul style="list-style-type: none"> • Reteach • Personal Math Trainer • Review “Show What You Know” activity at the beginning of each chapter • Tier 1 or 2 Activity online • Individual Assistance • Screen and implement Tier 2 interventions • Reteach worksheet pages (chapter resources book) • Response to Intervention Activities (Think Central) • ELL Activities • Strategic Intervention Guide (Think Central) • Intensive Intervention Guide (Think Central) 	<ul style="list-style-type: none"> • GoMath Advanced Learners Activity • GoMath Enrich (in Chapter Resources) • Online Activity: <ol style="list-style-type: none"> 1) <u>Unicycle Race Measurement Game</u> • Classroom Activities: <ol style="list-style-type: none"> 1) Think Central - <u>What’s It Like? • Do the Math!–Order by Weight</u> <u>Plan and Build • Make a Back Scratcher</u> <u>In the Mix • Compare Soil Properties</u> <u>Sunny Summer • Exploring Summer</u> <u>Measuring Up • Do the Math!–Measure Length</u> <u>Set Things in Motion • Do the Math!–Make a Bar Graph</u> 2) <u>Park Rangers</u> 3) <u>Most Popular Dr. Seuss Book</u>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> • Tiles • Snap cubes • Go Math Journal 9-10 • Small clock for each student 	<ul style="list-style-type: none"> • Personal Math Trainer • Show What You Know • Mid chapter check • Chapter Review/End of Chapter Test
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> • http://www.education.com/games/first-grade/math/ • http://www.mathgametime.com/games/alien-addition • http://www.abcmouse.com • http://www.abcya.com • https://www.mathabc.com/math-1st-grade 	<ul style="list-style-type: none"> • Grab and Go games • <u>Virtual Manipulatives</u>

FIRST GRADE MATH CURRICULUM

- <http://www.splashlearn.com>

Standards

- 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.MD.A.2 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; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*
- 1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 1.MD.C.4 Organize, represent, and interpret data with 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 are in one category than in another.

Cross-Curricular Connections

21st Century Skills: CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology: 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.

SEL: Develop, implement and model effective problem solving and critical thinking skills.

Language Arts: W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

FIRST GRADE MATH CURRICULUM

Math Unit: Geometry		Pacing Guide: May
Essential Questions	Enduring Understandings	Benchmark Assessment(s)
<ul style="list-style-type: none"> • How can you identify three-dimensional shapes? • How can you use a combined shape to build new shapes? • How can you identify two-dimensional shapes? • How can you use a combined shape to build new shapes? • How can a shape be separated into two and four equal shares? 	<ul style="list-style-type: none"> • I can name the three-dimensional shapes by their attributes. • I can use my smaller combined shape to build something bigger. • I can sort shapes by their attributes. • I can use my small shape to build a bigger shape. • I can draw lines in a shape to show two or four equal shares. 	<ul style="list-style-type: none"> • SWBAT Build and draw shapes to given attributes. Students will answer nine out of twelve correctly. 1.G.A.1 • SWBAT Use combined shapes to make new shapes. Student should answer nine of twelve correctly. 1.G.A.2 • SWBAT Identify two-dimensional shapes Students must answer nine of twelve correctly. 1.G.A.1 • SWBAT Build new shapes with a combined shapes. Students will answer nine of twelve correctly. 1.G.A.2 • SWBAT Partition shapes into halves and fourths. On shapes with halves, use a red crayon to color one half. On shapes with fourths use a blue crayon to color one fourth. Last, have students imagine that these circles are their most favorite cookie/dessert. Ask them which piece they would want, the half- red or the quarter- blue and why. 1.G.A.3
Suggested Activities		
<ul style="list-style-type: none"> • District approved program accessories • I Have, Who Has? Game (Shared Google Drive) • Shapes Bingo • Shape Match Bingo (Shared Google Drive) • Rocket Shapes Game (Shared Google Drive) • Pattern Block Puzzles • Color By Shape • Build with pattern block puzzles • Build with three-dimensional blocks • Books-Racing Around, Racing Around hamster Champs, If you were a Quadrilateral, If you were a polygon, Grandfather Tan's Story 		

FIRST GRADE MATH CURRICULUM

Reinforcement	Enrichment
<ul style="list-style-type: none"> ● Reteach ● Personal Math Trainer ● Review “Show What You Know” activity at the beginning of each chapter ● Tier 1 or 2 Activity online ● Individual Assistance ● Practice in centers with a partner ● Screen and implement Tier 2 interventions ● Reteach worksheet pages (chapter resources book) ● Response to Intervention Activities (Think Central) ● ELL Activities ● Strategic Intervention Guide (Think Central) ● Intensive Intervention Guide (Think Central) 	<ul style="list-style-type: none"> ● GoMath Advanced Learners Activity ● GoMath Enrich (in Chapter Resources) ● Online Activity: <ol style="list-style-type: none"> 1) <u>2D and 3D Shape Sort: Factory Game</u> - ● Classroom Activities: <ol style="list-style-type: none"> 1) Think Central - <u>Good Night, Sky • Do the Math!–Compare Solid Shapes</u> <u>So Salty • Do the Math–Model Fractions</u> 2) <u>Architect and City Planner</u>
Materials and Resources	Other Assessments
<ul style="list-style-type: none"> ● Chapter 11 and 12 Math Journal ● Bag of three-dimensional shapes for each student 	<ul style="list-style-type: none"> ● Personal Math Trainer ● Show What You Know-background knowledge check ● Mid chapter check ● Chapter Review/End of chapter test
Suggested Websites	Suggested Materials
<ul style="list-style-type: none"> ● http://www.education.com/games/first-grade/math/ ● http://www.mathgametime.com/games/alien-addition ● http://www.abcmouse.com ● http://www.abcya.com ● https://www.mathabc.com/math-1st-grade ● http://www.splashlearn.com 	<ul style="list-style-type: none"> ● Grab and Go games ● <u>Virtual Manipulatives</u>

FIRST GRADE MATH CURRICULUM

Standards

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

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 decomposing into more equal shares creates smaller shares.

Cross-Curricular Connections

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