

1st Grade Mathematics Curriculum Map 2023

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
August-October	<p>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>OA.B.3 Apply properties of operations as strategies to add and subtract.</p> <p>OA.B.4 Understand subtraction as an unknown-addend problem.</p>	<p>-Learn and apply a variety of strategies to fluently add and subtract within 20</p> <p>-Identify and practice the steps to solving a one step word problem applying strategies taught</p> <p>-Understand the relationship between subtraction and addition</p> <p>-Identify fact families</p> <p>-Define and discuss: Commutative Property</p> <p>-Determine and apply the steps to finding an unknown addend</p> <p>Instructional Resources:</p>	<p>Formative Assessments: Classwork/Homework Small Group Work Quizzes- My Review Fluency Practice Fact Family Sort</p> <p>Summative Assessment: Chapter Test</p> <p>Benchmark: LinkIt BOY Benchmark BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Health: 2.2.2.N.1:- Healthful Snacks Read aloud and discuss.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

	<p>OA.C.5 Relate counting to addition and subtraction</p> <p>OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction.</p>	<p>Big Ideas Textbook & Student Workbook Counting Books</p> <p>Student Technology: Fun4theBrain Ipad Apps Kahoot Khan Academy xtramath.org IXL Mathplayground.com</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p>		
November-December	<p>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>-Solve addition equations with 3 addends</p> <p>-Apply the steps to solving a one step word problem applying strategies taught adding up to 3 addends</p> <p>-Apply a variety of strategies to fluently add and subtract within 20</p> <p>-Identify whether a provided equation is true or false</p>	<p>Formative Assessments: Classwork/Homework Small Group Work Quizzes Activote assessments Facts Quiz</p> <p>Summative Assessment: Chapter Test Gingerbread Commutative Property Activity</p>	<p>Interdisciplinary Standard: ELA R.I.1.2 Read and discuss Look Again, recalling important key details.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

	<p>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>OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction.</p> <p>OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p>OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p>	<p>-Explain why an equation is true or false and provide a way to make a false statement true.</p> <p>-Review using the Commutative Property to relate subtraction and addition</p> <p>- Determine the unknown whole number in an addition or subtraction equation</p> <p>-Identify, count, read and write numbers to 120.</p> <p>-Start at any number within 120 and continue the sequence</p> <p>Instructional Resources: Big Ideas Textbook & Student Workbook Adding to 10 booklets Subtracting within 10 booklets</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p>	<p>Accommodations and Modifications</p>	
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	<p>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>	<p>Student Technology: Fun4theBrain Ipad Apps Kahoot Khan Academy xtramath.org IXL Brainpop Jr.- addition/ subtraction</p>		
January-February	<p>NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>NBT.B.2.A 10 can be thought of as a bundle of ten ones — called a "ten."</p> <p>NBT.B.2.B The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>NBT.B.2.C 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> <p>NBT.B.3 Compare two two-digit numbers based on meanings of the tens and</p>	<p>-Understand what makes a ten</p> <p>-Identify the place value (tens and ones) of a digit in a two digit number</p> <p>-Write a two digit number in expanded form</p> <p>-Determine the value of a provided digit</p> <p>-Apply place value understanding to compare two two-digit numbers</p> <p>-Use understanding of place value to add two numbers within 100.</p> <p>-Given a two digit number, find the number that is ten less or ten more</p>	<p>Formative Assessments: Classwork/Homework Small Group Work Quiz- My Report</p> <p>Summative Assessments: : Chapter Test Guess my Number Project and Answer Key</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: SL.1.1 Students will participate in a discussion sharing: Guess my Number</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

	<p>ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range</p>	<p>-Subtract multiples of 10</p> <p>Instructional Resources: Big Ideas Textbook & Student Workbook My Doubles Fact Book Counting Crocodiles</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p> <p>Student Technology: Fun4theBrain Kahoot Khan Academy iPad App- Adding and Subtracting, Doubles IXL</p>		
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	10-90 (positive or zero differences), 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			
March-April	<p>MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>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</p> <p>MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p>	<ul style="list-style-type: none"> -Define and discuss: length -Order objects by length -Compare the lengths of two objects indirectly by using a third object. - Determine the length of an object as a whole number of length units -Identify an analog vs digital clock -Identify the parts of the clock -Read and tell time to the nearest hour -Read and tell time to the nearest half hour 	<p>Formative Assessments: Classwork/Homework Small Group Work Quiz- My Report Activote assessments Order This! Activity</p> <p>Summative Assessments: Chapter Test Telling Time Test</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 1-ESS1-1 Compare the length of the moon/sun from the earth.</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>

	<p>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.</p>	<p>-Read a variety of graphs to answer questions on the collected data.</p> <p>-Analyze data and create graphs</p> <p>Instructional Resources: Big Ideas Textbook & Student Workbook Domino Book</p> <p>Teacher Technology: Promethean Board Actiview Domino Addition Flipcharts MyMath Teacher Dashboard YouTube Videos</p> <p>Student Technology: Fun4theBrain Ipad Apps Kahoot Khan Academy xtramath.org IXL</p>		
May-June	<p>G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall</p>	<p>-Name shapes and identify their defining attributes</p> <p>-Sort shapes according to their attributes</p>	<p>Formative Assessments: Classwork/Homework Small Group Work Quiz- My Report Fractions Task Cards</p>	<p>Interdisciplinary Standard: Visual Arts 1.5.2.Cr1a: Creating 2D and 3D works of art and using math</p>

	<p>size); build and draw shapes to possess defining attributes.</p> <p>G.A.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p> <p>G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves, fourths, and quarters</i>, and use the phrases <i>half of, fourth of, and quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>-Draw shapes applying understanding</p> <p>-Determine the difference between 2D and 3D shapes</p> <p>-Use 2D and 3D shapes to create a new shape</p> <p>-Use math vocabulary to describe newly created shapes</p> <p>-Partition circles and rectangles into equal shares</p> <p>-Use words such as halves, fourths and quarters to describe the equal shares</p> <p>Instructional Resources: Big Ideas Textbook & Student Workbook Place Value Chart and Unit Base Ten Blocks Pattern Blocks 3D Shape Blocks</p> <p>Teacher Technology: Actiview Promethean Board Flipcharts MyMath Teacher Dashboard YouTube Videos</p>	<p>Summative Assessments: Chapter Test Create a New Shape</p> <p>Benchmark Assessments: EOY Benchmark Assessments LinkIt Benchmark</p> <p>Accommodations and Modifications</p>	<p>vocabulary to describe the shape</p> <p>Technology Standard: 8.1.2.AP.4: Break down a task into a sequence of steps.</p>
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Alternative Assessments: STEM Challenge Gameboard Creation (using addition and subtraction, create an interactive game board to play during math center) “Shape Walk” Outside Assessment

21st Century Standards: 9.2.4.A.4 & 9.2.4.A.1

21st Century Skills: Creativity & Critical Thinking

Career Ready Practices: CRP4 & CRP 11