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

Third Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Week 1: Chapter 10: Represent Data		
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. **Essential Questions:** 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?	<u>**Learning Targets**</u> I can: 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. Analyze and compare data shown in a bar graph. Make a bar graph and interpret information. Analyze and compare data shown in a tally chart. Make a tally chart and interpret the information. Solve problem situations using the strategy make a graph. <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 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** Instructional Focus Documents Go Math K-5 Guidance Documents **Vocabulary**: graph, data, category, more, less, horizontal, vertical, picture graph, bar graph, tally chart, tally mark, count, compare, shorter, longer **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 8. Look for and express regularity in repeated reasoning **Math Tasks:** *https://www.illustrativemathematics.org/1*

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Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Weeks 2 & 3 : Chapter 11: Three-Dimensional Geometry		

TN Standards	Learning Outcomes	Content
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. **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). **Essential Questions:** 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?	**Learning Targets** I can: Identify and describe three-dimensional shapes according to the defining attributes. Compose a new shape by combining three-dimensional shapes. Use composite three-dimensional shapes to build new shapes. Identify three-dimensional shapes used to build a composite shape using the strategy act it out. Identify two-dimensional on three-dimensional shapes. 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.	**Go Math Chapter 11** **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** **Vocabulary**: cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere, combine **Mathematic 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 Tasks:** https://www.illustrativemathematics.org/1

First Grade Mathematics Curriculum Map
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Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Week 4: Chapter 12: Two-Dimensional Geometry		

TN Standards	Learning Outcomes	Content
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. **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). **Essential Questions:** 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?	<u>Learning Targets</u> 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. <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 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** **Vocabulary**: attribute, sort, classify, circles, rectangles, sides, square, triangles, verticies, hexagon, trapezoid **Mathematical Practices** 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 **Math Tasks:** **_https://www.illustrativemathematics.org/1_** http://www.edutoolbox.org/tntools/menu/grade/819/955 • 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

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

Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Week 5: Chapter 12 Geometry (Fractional Parts)		
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. **Essential Questions:** 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?	**Learning Targets** **I can:** 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. 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.	**Go Math Chapter 12** **Lesson 12.8 Equal or Unequal Parts** **Lesson 12.9 Halves** **Lesson 12.10 Fourths** **Vocabulary:** equal parts, equal shares, unequal parts, unequal shares, half of, halves, fourth of, fourths, quarter of, quarters **Mathematical Practices:** 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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Fourth Nine Weeks		
TN Standards	**Learning Outcomes**	**Content**
Weeks 6 & 7 : Money (There is no Go Math Chapter for Money)		
1.MD.B.4 Count the value of a set of like coins less than one dollar using the cent ¢ symbol. **Essential Questions:** 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?	**Learning Targets** I can: 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 <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.	**Vocabulary:** penny, nickel, dime, quarter, coin, cents, dollar, half-dollar **TPT Units (Purchase at your own discretion)** https://www.teacherspayteachers.com/Product/Money-Worksheets-and-Money-Games-and-Activities-HUGE-Unit-2373308 https://www.teacherspayteachers.com/Product/Money-Booklets-197917 (Free) https://www.teacherspayteachers.com/Product/The-Coin-Crew-A-Money-Unit-1169008 https://www.teacherspayteachers.com/Product/Counting-Money-Worksheets-Identifying-Coins-and-Adding-Coins-2495897 https://www.teacherspayteachers.com/Product/Its-All-About-the-MONEY-513949 **Money Songs:** https://www.youtube.com/watch?v=RVpcZ5obmsM https://www.youtube.com/watch?v=vMSAzl6V95M https://www.youtube.com/watch?v=MbtmucV-U2c https://www.youtube.com/watch?v=pnXJGNo08v0

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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 2nd Grade is found under the resources tab in ThinkCentral. Use this to review important skills and prep students for 2nd grade.