



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/>



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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

<ol style="list-style-type: none">6) How can you use pictures to compare and subtract?7) How can you use models to compare and subtract?8) What happens when you subtract 0 from a number?9) How can you show all the ways to take apart a number?10) Why are some subtraction facts easy to subtract?		<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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1st Nine Weeks 2020-2021

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