



First Grade Mathematics Curriculum Map 2nd Nine Weeks 2020-2021

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 1 & 2: Chapter 4: Subtraction Strategies		
<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.B.4 Understand subtraction as an unknown-addend problem. <i>For example, to solve $10-8=$____, a student can use $8+$____=10.</i></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 you solve subtraction problems? 2) How can you count back 1, 2, or 3? 3) How can you use an addition fact to find the answer to a subtraction fact? 4) How can you use addition to help you find the answer to a 	<p>Learning Targets</p> <p>I can:</p> <p>Use count back 1,2, or 3 as a strategy to subtract. Recall addition facts to subtract numbers within 20. Use addition as a strategy to subtract numbers within 20. Use make a 10 as a strategy to subtract. Subtract by breaking apart to make a ten. Solve subtraction problem situations using the strategy act it out.</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 4 Lesson 4.1 Count Back Lesson 4.2 Hands On: Think Addition to Subtract Lesson 4.3 Use Think Addition to Subtract Lesson 4.4 Hands On: Use 10 to Subtract Lesson 4.5 Break Apart to Subtract Lesson 4.6 Problem Solving: Use Subtraction Strategies Instructional Focus Documents Go Math K-5 Guidance Documents</p> <p>Vocabulary Counting on, doubles, near doubles, facts, fluency, sum, Ten-frame, make ten, strategy, zero, equation, number sentence, unknown Vocabulary: difference, counting back, part, whole, separating, comparing, minus sign (-), equal sign (=), subtract, subtraction sentence</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>subtraction fact?</p> <p>5) How can you make a ten to help you subtract?</p> <p>6) How do you break apart a number to subtract?</p> <p>7) How can acting out a problem help you solve the problem?</p> <p>8) How can you make a ten to help you subtract?</p> <p>9) How do you break apart a number to subtract?</p> <p>10) How can acting out a problem help you solve the problem?</p>		<ul style="list-style-type: none">• 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
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Second Nine Weeks

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Weeks 3 & 4: Chapter 5: Addition and Subtraction Relationships		
<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.7 Understand the meaning of the equal sign (e.g., $6=6$; $5+2=4+3$; $7=8-1$). Determine if equations involving addition and subtraction are true or false.</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 relating addition and subtraction help you to learn and understand facts within 20? 2) How can making a model help you solve a problem? 3) How do related facts help you find missing addends? 	<p>Learning Targets</p> <p>I can:</p> <p>Solve addition and subtraction problem situations using the strategy make a model. Record related facts within 20. Identify related addition and subtraction facts within 20.</p> <p>Apply the inverse relationship of addition and subtraction. Use related facts to determine unknown numbers. Use a related fact to subtract. Choose an operation and strategy to solve an addition or subtraction word problem. Represent equivalent forms of numbers using sums and differences within 20. Determine if an equation is true or false. Add and subtract facts within 20 and demonstrate fluency for addition and subtraction within 10.</p>	<p>Go Math Chapter 5</p> <p>Lesson 5.1 Problem Solving: Add or Subtract Lesson 5.2 Hands On: Record Related Facts Lesson 5.3 Identify Related Facts Lesson 5.4 Use Addition to check Subtraction Lesson 5.5 Hands On: Algebra: Unknown Numbers Lesson 5.6 Algebra: Use Related Facts Lesson 5.7 Choose and Operation Lesson 5.8 Hands On: Algebra: Ways to Make Numbers to 20 Lesson 5.9 Algebra: Equal and Not Equal Lesson 5.10 Facts to Practice</p> <p>Vocabulary: related facts, inverse</p> <p>Mathematical Practices</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: https://www.illustrativemathematics.org/1www.edutoolbox.org</p> <p>Additional resource for Quarter 2 http://firstgradecssmresources.blogspot.com/p/second-</p>

<p>4) How do you know if addition and subtraction facts are related?</p> <p>5) How can you use addition to check subtraction?</p> <p>6) How can you use a related fact to find an unknown number?</p> <p>7) How do you choose when to add and when to subtract to solve a problem?</p> <p>8) How can you add and subtract in different ways to make the same number?</p> <p>9) How can you decide if a number sentence is true or false?</p> <p>10) How can addition and subtraction strategies help you find sums and differences?</p>		<p>quarter.html</p>
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Second Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 5,6 & 7: Chapter 6 Count and Model Numbers		

1.NBT.A.1 Count to 120, starting at any number. Read and write numerals to 120 and represent a number of objects with a written numeral. Count backward from 20.

1.NBT.B.2 Know that the digits of a two-digit number represent groups of tens and ones (e.g., 39 can be represented as 39 ones, 2 tens and 19 ones, or 3 tens and 9 ones)

1.NBT.B.3 Compare two two-digit numbers based on meanings of the digits in each place and use the symbols $>$, $=$, and $<$ to show the relationship.

Essential Questions:

- 1) How do you use place value to model, read, and write numbers to 120?
- 2) How can knowing a counting pattern help you count to 120?
- 3) How do numbers change as you count by tens to 120?
- 4) How can you use different ways to write a number as tens and ones?
- 5) How can you show a number as tens and ones?
- 6) How can you model and name groups of ten?
- 7) How can you group cubes to show a number as tens and ones?
- 8) How can you show numbers to

Learning Targets

I can:

Count by ones to extend a counting sequence up to 120.

Count by tens from any number to extend a counting sequence up to 120.

Use models and write to represent equivalent forms of ten and ones

Use objects, pictures, and numbers to represent a ten and some ones.

Use objects, pictures, and numbers to represent tens.

Group objects to show numbers to 50 as tens and ones.

Group objects to show numbers to 100 as tens and ones.

Solve problems using the strategy make a model.

Read and write numerals to represent a number of 100 to 110 objects.

Read and write numerals to represent a number of 110 to 120.

Go Math Chapter 6

Lesson 6.1 Count by Ones to 120

Lesson 6.2 count by tens to 120

Lesson 6.3 Undersand Ten and Ones

Lesson 6.4 Hands On: Make Ten and Ones

Lesson 6.5 Hands On: Tens

Lesson 6.6 Hands On: Tens and Ones to 50

Lesson 6.7 Hands On: Tens and Ones to 100

Lesson 6.8 Problem Solving: Show Numbers in Different Ways

Lesson 6.9 Hands On: Model, Read, and Write Numbers from 100 to 110

Lesson 6.10 Hands On: Models, Read and Write Numbers from 110 to 120

Vocabulary: numerals, skip counting, tens, ones, value, label, Ten-frame, equivalent, digit, hundred

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
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Math Task Suggestions:

<https://www.illustrativemathematics.org/1>

Copy and paste the link below in browser

www.corestandards.org/Math/Content/1/NBT/A/1/

Additional resource for Quarter 2

<http://firstgradecssmresources.blogspot.com/p/second-quarter.html>

- 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

<p>100 as tens and ones.</p> <p>9) How can making a model help you show a number in different ways.</p> <p>10) How can you model, read and write numbers from 100-110?</p> <p>11) How can you model, read and write numbers from 110 to 120?</p>		<p>grade-level) and the Go Math Guidance Documents</p>
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Week 8: Review 2nd Nine Weeks Skills

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