



First Grade Mathematics Curriculum Map 3rd Nine Weeks 2018-19

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
Weeks 1, 2 & 3: Chapter 8 Two Digit Addition and Subtraction		
<p>1.NBT.C.4 Add a two-digit number to a one-digit number and a two-digit number to a multiple of ten (within 100). Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction to explain the reasoning used.</p> <p>1.NBT.C.6 Subtract multiples of ten from multiples of 10 in range 10-90 using concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</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 can you add and subtract two-digit numbers? 2) What strategies can you use to add and subtract? 3) How can you add tens? 4) How can you subtract tens? 5) How can you use a hundred chart to count on by ones and 	<p>Learning Targets:</p> <p>I can:</p> <p>Add and subtract within 20. Draw a model to add tens. Draw a model to subtract tens. Use a hundred chart to find sums. Use concrete models to add ones or tens to a two-digit number. Make a ten to add a two-digit and a one-digit number. Use tens and ones to add two-digit numbers. Solve and explain two-digit addition word problems using strategy draw a picture. Use a hundred chart to find sums and differences. Add and subtract within 100, including continued practice with facts within 20.</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 8</p> <p>Lesson 8.1 Add and subtract within 20 Lesson 8.2 Hands On: Add Tens Lesson 8.3 Hands On: Subtract Tens Lesson 8.4 Use a Hundred Chart to Add Lesson 8.5 Hands On: Use Models to Add Lesson 8.6 Hands On: Make ten to Add Lesson 8.7 Hands On: Use Place Value to Add Lesson 8.8 Problem Solving: Addition Word Problems Lesson 8.9 Related Addition and Subtraction Lesson 8.10 Practice Addition and Subtraction</p> <p>Vocabulary: hundred chart, sum, difference, tens, ones, add, subtract,</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 Tasks: https://www.illustrativemathematics.org/1</p> <p>Copy and paste the link below in browser</p>

tens?

- 6) How can models help you add ones or tens to a two-digit number?
- 7) How can making a ten help you add a two-digit number and a one-digit number?
- 8) How can you model tens and ones to help you add two-digit numbers?
- 9) How can drawing a picture help you explain how to solve an addition problem?
- 10) How can you use a hundred chart to show the relationship between addition and subtraction?
- 11) What different ways can you use to add and subtract?

[www.corestandards.org/Math/Content/1/OA/C/6/.](http://www.corestandards.org/Math/Content/1/OA/C/6/)



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Weeks 4 & 5: Chapter 9 Measurement		
<p>1.MD.A.1 Order three objects by length. Compare the lengths of two objects indirectly by using a third object. For example, to compare indirectly the heights of Bill and Susan: if Bill is taller than mother and mother is taller than Susan, then Bill is taller than Susan.</p> <p>1.MD.A.2 Measure the length of an object using non-standard units and express this length as a whole number of units.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How can you measure length? 2) How do you order objects by length? 3) How can you compare three objects to put them in order? 4) How do you measure length using nonstandard units? 5) How do you use a nonstandard measuring tool to measure length? 6) How can acting it out help solve measurement problems? 	<p>Learning Targets</p> <p>I can:</p> <ul style="list-style-type: none"> Order object by length. Use Transitivity Principle to measure indirectly. Measure length using nonstandard units. Make a nonstandard measuring tool to measure length. Solve measurement problems using strategy act it out. <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 9</p> <p>Lesson 9.1 Hands On: Order Length Lesson 9.2 Indirect Measurement Lesson 9.3 Hands On: Use Nonstandard Units to Measure Length Lesson 9.4 Hands On: Make a Nonstandard Measuring Tool Lesson 9.5 Problem Solving: Measure and Compare</p> <p>Vocabulary: length, order, longest, shortest</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 8. Look for and express regularity in repeated reasoning <p>http://www.edutoolbox.org/tntools/menu/grade/819/955</p> <p>https://www.illustrativemathematics.org/1</p> <p>Additional resource for Quarter 4 http://firstgradecssmresources.blogspot.com/p/third-quarter.html</p>



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Week 6: Chapter 9 Measurement (Time)		
<p>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Essential Questions:</p> <ol style="list-style-type: none">1) How can you tell time?2) How do you tell time to the hour on a clock that has only an hour hand?3) How do you tell time to the half hour on a clock that has only an hour hand?4) How are the minute hand and hour hand different for time to the hour and time to the half hour?5) How do you know whether to draw and write time to the hour or half hour?	<p>Learning Targets</p> <p>I can:</p> <p>Write times to the hour shown on analog clocks.</p> <p>Write times to the half hour shown on analog clocks.</p> <p>Tell times to the hour and half hour using analog and digital clocks.</p> <p>Use the hour hand to draw and write times on analog and digital clocks.</p>	<p>Go Math Chapter 9</p> <p>Lesson 9.6 Time to The Hour</p> <p>Lesson 9.7 Time to the Hour</p> <p>Lesson 9.8 Tell Time to the Hour and Half Hour</p> <p>Lesson 9.9 Practice Time to the Hour and Half Hour</p> <p>Vocabulary: hour hand, analog, digital, minute hand, hour, minutes</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 quantitatively4. Model with mathematics5. Use appropriate tools strategically.6. Attend to Precision7. Look for and make use of structure8. Look for and express regularity in repeated reasoning



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Weeks 7,8 & 9: Chapter 10 Represent Data		
<p>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.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 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? 	<p>Learning Targets</p> <p>I can:</p> <p>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.</p> <p>Analyze and compare data shown in a bar graph. Make a bar graph and interpret information.</p> <p>Analyze and compare data shown in a tally chart. Make a tally chart and interpret the information.</p> <p>Solve problem situations using the strategy make a graph.</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 10</p> <p>Lesson 10.1 Read Picture Graphs</p> <p>Lesson 10.2 Hands On: Make Picture Graphs</p> <p>Lesson 10.3 Read Bar Graphs</p> <p>Lesson 10.4 Hands On: Make Bar Graphs</p> <p>Lesson 10.5 Read Tally Charts</p> <p>Lesson 10.6 Hands On: Make Tally Charts</p> <p>Lesson 10.7 Problem Solving: Represent Data</p> <p>Vocabulary: graph, data, category, more, less, horizontal, vertical, picture graph, bar graph, tally chart, tally mark, count, compare, shorter, longer</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 8. Look for and express regularity in repeated reasoning <p>Math Tasks: https://www.illustrativemathematics.org/1</p>