



# First Grade Mathematics Curriculum Map

## 3rd Nine Weeks 2020-2021

Second Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 1 &amp; 2: Chapter 7: Compare Numbers</b>		
<p><b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the digits in each place and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the relationship.</p> <p><b>1.NBT.C.5</b> Mentally find 10 more or 10 less than a given two-digit number without having to count by ones and explain the reasoning used.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you use place value to compare numbers?</li> <li>2. How can you compare two numbers to find which is greater?</li> <li>3. How can you compare two numbers to find which is less?</li> <li>4. How can you use symbols to show how numbers compare?</li> <li>5. How can making a model help you compare numbers?</li> <li>6. How can you identify numbers that are 10 less or 10 more than a number?</li> </ol>	<p><b>Learning Targets</b></p> <p>I can:</p> <p>Model and compare two-digit numbers to determine which is greater.</p> <p>Model and compare two-digit numbers to determine which is less.</p> <p>Use symbols for is less than '<math>&lt;</math>', is greater than '<math>&gt;</math>', and is equal to '<math>=</math>' to compare numbers.</p> <p>Solve problems using the strategy make and model.</p> <p>Identify numbers that are 10 more or 10 less than a given number.</p>	<p>Go Math Chapter 7</p> <p>Lesson 7.1 Hands On: Algebra: Greater Than            Lesson 7.2 Hands On: Algebra: Less Than            Lesson 7.3 Hands On: Algebra: Use Symbols to Compare            Lesson 7.4 Problem Solving: Compare Numbers            Lesson 7.5 Hands On: Ten Less, 10 More</p> <p><a href="#">Instructional Focus Documents</a>  <a href="#">Go Math K-5 Guidance Documents</a></p> <p><b>Vocabulary:</b> is less than <math>&lt;</math>, is greater than <math>&gt;</math>, less, more, compare</p> <p><b>Mathematical Practices</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to Precision</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularity in repeated reasoning</li> </ol> <p><b>Math Tasks:</b>  <a href="https://www.illustrativemathematics.org/1">https://www.illustrativemathematics.org/1</a></p> <p><b>Additional resource for Quarter 2</b>  <a href="http://firstgradeccssmresources.blogspot.com/p/second-quarter.html">http://firstgradeccssmresources.blogspot.com/p/second-quarter.html</a></p>



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Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 3, 4 &amp; 5: Chapter 8: Two Digit Addition and Subtraction</b>		
<p><b>1.NBT.C.4</b> 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><b>1.NBT.C.6</b> 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><b>1.OA.C.6</b> Fluently add and subtract within 20 using mental strategies. By the end of 1<sup>st</sup> grade, know from memory all sums up to 10.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1) How can you add and subtract two-digit numbers?</li> <li>2) What strategies can you use to add and subtract?</li> <li>3) How can you add tens?</li> <li>4) How can you subtract tens?</li> </ol>	<p><b>Learning Targets:</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Add and subtract within 20.</li> <li>Draw a model to add tens.</li> <li>Draw a model to subtract tens.</li> <li>Use a hundred chart to find sums.</li> <li>Use concrete models to add ones or tens to a two-digit number.</li> <li>Make a ten to add a two-digit and a one-digit number.</li> <li>Use tens and ones to add two-digit numbers.</li> <li>Solve and explain two-digit addition word problems using strategy draw a picture.</li> <li>Use a hundred chart to find sums and differences.</li> <li>Add and subtract within 100, including continued practice with facts within 20.</li> </ul> <p><b><u>Morning Meeting/Calendar Math:</u></b> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, &amp; 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><b>Go Math Chapter 8</b></p> <p><b>Lesson 8.1</b> Add and subtract within 20  <b>Lesson 8.2</b> Hands On: Add Tens  <b>Lesson 8.3</b> Hands On: Subtract Tens  <b>Lesson 8.4</b> Use a Hundred Chart to Add  <b>Lesson 8.5</b> Hands On: Use Models to Add  <b>Lesson 8.6</b> Hands On: Make ten to Add  <b>Lesson 8.7</b> Hands On: Use Place Value to Add  <b>Lesson 8.8</b> Problem Solving: Addition Word Problems  <b>Lesson 8.9</b> Related Addition and Subtraction  <b>Lesson 8.10</b> Practice Addition and Subtraction</p> <p><b><u>Vocabulary:</u></b> hundred chart, sum, difference, tens, ones, add, subtract,</p> <p><b><u>Mathematical Practices</u></b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to Precision</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularity in repeated reasoning</li> </ol> <p><b>Math Tasks:</b>  <a href="https://www.illustrativemathematics.org/1">https://www.illustrativemathematics.org/1</a></p>

- 5) How can you use a hundred chart to count on by ones and 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?

**Copy and paste the link below in browser**

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

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](#)



## First Grade Mathematics Curriculum Map 3rd Nine Weeks 2020-2021

Third Nine Weeks		
TN Standards	Learning Outcomes	Content
<b>Weeks 6 &amp; 7: Chapter 9: Measurement</b>		
<p><b>1.MD.A.1</b> 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><b>1.MD.A.2</b> Measure the length of an object using non-standard units and express this length as a whole number of units.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1) How can you measure length?</li> <li>2) How do you order objects by length?</li> <li>3) How can you compare three objects to put them in order?</li> <li>4) How do you measure length using nonstandard units?</li> <li>5) How do you use a nonstandard measuring tool to measure length?</li> <li>6) How can acting it out help solve measurement problems?</li> </ol>	<p><b><u>Learning Targets</u></b></p> <p>I can:</p> <p>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> <p><b><u>Morning Meeting/Calendar Math:</u></b> It is recommended that the following concepts be addressed daily: patterns, time, money, odd/even, expanded form, math symbols, graphs, &amp; 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><b>Lesson 9.1 Hands On: Order Length</b> <b>Lesson 9.2 Indirect Measurement</b> <b>Lesson 9.3 Hands On: Use Nonstandard Units to Measure Length</b> <b>Lesson 9.4 Hands On: Make a Nonstandard Measuring Tool</b> <b>Lesson 9.5 Problem Solving: Measure and Compare</b></p> <p><b>Vocabulary:</b> length, order, longest, shortest</p> <p><b><u>Mathematical Practices</u></b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to Precision</li>   <li>8. Look for and express regularity in repeated reasoning</li> </ol> <p><a href="http://www.edutoolbox.org/tntools/menu/grade/819/955">http://www.edutoolbox.org/tntools/menu/grade/819/955</a></p> <p><a href="https://www.illustrativemathematics.org/1">https://www.illustrativemathematics.org/1</a></p> <p><b>Additional resource for Quarter 4</b> <a href="http://firstgradecssmresources.blogspot.com/p/third-quarter.html">http://firstgradecssmresources.blogspot.com/p/third-quarter.html</a></p>



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<b>Weeks 8 &amp; 9: Chapter 9: Measurement (Time)</b>		
<p><b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1) How can you tell time?</li><li>2) How do you tell time to the hour on a clock that has only an hour hand?</li><li>3) How do you tell time to the half hour on a clock that has only an hour hand?</li><li>4) How are the minute hand and hour hand different for time to the hour and time to the half hour?</li><li>5) How do you know whether to draw and write time to the hour or half hour?</li></ol>	<p><b><u>Learning Targets</u></b></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><b>Go Math Chapter 9</b></p> <p><b>Lesson 9.6 Time to The Hour</b></p> <p><b>Lesson 9.7 Time to the Hour</b></p> <p><b>Lesson 9.8 Tell Time to the Hour and Half Hour</b></p> <p><b>Lesson 9.9 Practice Time to the Hour and Half Hour</b></p> <p><b>Vocabulary: hour hand, analog, digital, minute hand, hour, minutes</b></p> <p><b><u>Mathematical Practices</u></b></p> <ol style="list-style-type: none"><li>1. Make sense of problems and persevere in solving them.</li><li>2. Reason abstractly and quantitatively</li> <li>4. Model with mathematics</li><li>5. Use appropriate tools strategically.</li><li>6. Attend to Precision</li><li>7. Look for and make use of structure</li><li>8. Look for and express regularity in repeated reasoning</li></ol>



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<b>Third Nine Weeks</b>		
<b>TN Standards</b>	<b>Learning Outcomes</b>	<b>Content</b>
<b>Week 10: Review 3<sup>rd</sup> Nine Weeks Skills</b>		