



# Mathematical Practices Grades K - 8

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- 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.**



# 1st Grade Mathematics Curriculum Map

Trimester	Unit of Study	Illinois Learning Standards	Mathematical Practice Standard	Learning Targets
1	<p>Numbers All Around Us</p> <p>Developing Strategies with Dice &amp; Dominoes</p> <p>Adding, Subtracting, Counting &amp; Comparing</p>	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8</p> <p>1.NBT.1 1.NBT.2a 1.NBT.2b 1.NBT.3 1.NBT.4</p> <p>1.MD.1 1.MD.2 1.MD.3 1.MD.4</p> <p>1.G.2 1.G.3</p>	<p>1.MP. 1 1.MP. 2 1.MP. 3 1.MP. 4 1.MP. 5 1.MP. 6 1.MP. 7 1.MP. 8</p>	<ul style="list-style-type: none"> <li>Solve subtraction problems by finding an unknown addend.</li> <li>Add within 20.</li> <li>Solve for the unknown in an addition equation with 3 whole numbers.</li> <li>Read and write numerals to 120.</li> <li>Represent the number of objects up to 120.</li> <li>Count by 2's to 20.</li> <li>Analyze graph data.</li> <li>Determine the value of coins less than a dollar.</li> <li>Solve addition story problems with sums to 20.</li> <li>Solve subtraction story problems with multiples to 20.</li> <li>Apply the commutative property of addition to add.</li> <li>Use strategies to add and subtract to 20.</li> <li>Use the relationship between addition and subtraction within 20.</li> <li>Demonstrate and understand the equal sign.</li> <li>Solve for the unknown in an addition/subtraction equation involving 3 whole numbers.</li> <li>Compare pairs of two-digit numbers.</li> <li>Use <math>&gt;</math>, <math>=</math>, <math>&lt;</math> to compare two digit numbers.</li> <li>Add a 1-digit and 2-digit number.</li> </ul>
2	<p>Adding, Subtracting, Counting &amp; Comparing</p>	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.5 1.OA.6 1.OA.7 1.OA.8</p>		<ul style="list-style-type: none"> <li>Demonstrate an understanding that multiples of 10 from 10 to 90 refer to someone's number of tens and 0 ones.</li> <li>Add a multiple of 10 (up to 80) and another 2-digit number.</li> <li>Use strategies based on place value, properties of operations, or the relationship between addition and subtraction to add with sums to 100.</li> <li>Mentally find the number that is 10 more or 10 less than a given 2-digit number, without counting, and explain the reasoning used.</li> <li>Use concrete models or drawings to subtract a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10.</li> </ul>



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	<p>Leapfrogs on a Number Line</p> <p>Figure the Facts with Penguins</p>	<p>1.NBT.1 1.NBT.2a 1.NBT.2b 1.NBT.2c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6</p> <p>1.MD.1 1.MD.2 1.MD.4</p>		<ul style="list-style-type: none"> <li>• Use strategies based on place value, properties of operations, or the relationship between addition and subtraction to subtract a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10.</li> <li>• Solve story problems involving addition of 3 whole numbers whose sum is less than or equal to 20.</li> <li>• Use the relationship between addition and subtraction to add and subtract within 20.</li> <li>• Compare pairs of 2- digit numbers.</li> <li>• Order 3 objects by length.</li> <li>• Compare the lengths of 2 objects indirectly by comparing the length of each to a 3rd object.</li> </ul>
3	<p>One Hundred and Beyond</p> <p>Geometry</p>	<p>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.6 1.OA.7 1.OA.8</p> <p>1.NBT.1 1.NBT.2 1.NBT.2a 1.NBT.2b 1.NBT.2c 1.NBT.3 1.NBT.4 1.NBT.5 1.NBT.6</p> <p>1.MD.2 1.MD.3 1.MD.4</p> <p>1.G.1 1.G.2 1.G.3</p>		<ul style="list-style-type: none"> <li>• Represent a number of objects with a written numeral up to 120.</li> <li>• Compare pairs of 2-digit numbers; use greater than, equal, and less than symbols to record comparisons of 2-digit numbers.</li> <li>• Mentally find the number that is 10 more or 10 less than a given 2-digit number, without counting, and explain the reasoning used.</li> <li>• Use concrete models or drawings to subtract a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10.</li> <li>• Use strategies based on place value, properties of operations, or the relationship between addition and subtraction to subtract a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10.</li> <li>• Relate strategies for subtracting a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10 to written methods.</li> <li>• Use written numbers and symbols to represent strategies for subtracting a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10.</li> <li>• Explain the reasoning behind a strategy used to subtract a 2-digit multiple of 10 from an equal or greater 2-digit multiple of 10.</li> <li>• Organize represent and interpret data with up to three categories</li> </ul>