

1st Grade Math Concepts by Quarter

This serves as a general sequence of math concepts for the school year. The concepts within a quarter are grouped by domain and may not be listed in the order they are taught. There may be slight variability across the district in order to meet specific needs of students.

1st Quarter	2nd Quarter
<p>1st Quarter</p> <p><u>Operations and Algebraic Thinking</u></p> <ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems • Apply properties of operations as strategies to add and subtract • Understand subtraction as an unknown-addend problem • Relate counting to addition and subtraction • Add and subtract within 20 (using mental strategies), demonstrating fluency within 10 • Solve word problems where it calls for adding three whole numbers with a sum less than or equal to 20 <p><u>Numbers in Base Ten</u></p> <ul style="list-style-type: none"> • Understand that a “ten” is a grouping of 10 ones • Understand that numbers 11-19 are made of a group of ten and a group of ones • Understand that 10, 20, 30, 40, 50, 60, 70, 80, and 90 are made up of 1, 2, 3, 4, 5, 6, 7, 8, or 9 groups of ten 	<p>2nd Quarter</p> <p><u>Operations and Algebraic Thinking</u></p> <ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems • Add and subtract within 20 (using mental strategies), demonstrating fluency within 10 • Understand the meaning of an equal sign and determine if addition and subtraction equations are true or false • Determine and unknown whole number in addition and subtraction equations <p><u>Numbers in Base Ten</u></p> <ul style="list-style-type: none"> • Understand that a two-digit number is made up of ones and tens <p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> • Organize, represent, and interpret data with up to three categories; ask and answer questions about the data
<p>3rd Quarter</p> <p><u>Numbers in Base Ten</u></p> <ul style="list-style-type: none"> • Count to 120 starting at any number less than 120; read and write numbers up to 120 • Understand that a “ten” is a grouping of 10 ones • Understand that 10, 20, 30, 40, 50, 60, 70, 80, and 90 are made up of 1, 2, 3, 4, 5, 6, 7, 8, or 9 groups of ten • Show flexibility in composing and decomposing tens and ones • Compare two two-digit numbers • Add within 100 using concrete models or drawings and place value strategies • Given a two-digit number, mentally find 10 more or 10 less (without counting) • Subtract multiples of 10 within the range of 10 to 90 from multiples of 10 in the range of 10 to 90, using concrete models and place value strategies 	<p>4th Quarter</p> <p><u>Measurement and Data</u></p> <ul style="list-style-type: none"> • Order 3 objects by length • Express the length of an object as a whole number of units using a smaller object to measure • Tell and write time to the hour and half-hour using digital and analog clocks <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Distinguish between defining and non-defining attributes of shapes; build and draw shapes with defining attributes (ie: a square has 4 equal sides) • Partition circles and rectangles into two and four equal parts and describe the parts using the words halves, quarters, and fourths; use phrases half of, quarter of, and fourth of • Compose 2 or 3-digit shapes to make a composite shape and then make new shapes from the composite shapes