

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Math

**Course Length:** Full Year

**Grade:** 1st Grade

**Date Last Approved:** March 15, 2018; **Reviewed** Spring 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

First grade emphasizes the following mathematical content strands: Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry. Throughout first grade, emphasis is placed on a realistic approach to problem solving in everyday situations. Frequent practice of basic skills is provided through routines and games. Topics are revisited regularly to ensure full concept development. Activities explore a wide variety of mathematical content and offer opportunities for students to apply their skills.

#### **Enduring Understanding(s):**

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.

#### **Essential Question(s):**

1. What are the different models for addition and subtraction?
2. What are efficient strategies for finding sums and differences?
3. How does the position of a digit affect its value?
4. How do we know which measurement tools to use?
5. How can shapes be manipulated to form other shapes?

#### **Learning Targets:**

1. Students can demonstrate number sense and create patterns (Skill).
2. Students can evaluate numbers and perform operations (Skill).
3. Students can organize information and produce strategies to solve real world mathematical problems (Skill).
4. Students can evaluate and manipulate geometric shapes (Skill).
5. Students can produce accurate measurements by applying the appropriate tool (Skill/Product).
6. Students can produce fractions and develop probability models (Product).

## Stage 2: Learning Plan

### I. Operations and Algebraic Thinking

- A. Number Line and Number Grid
- B. Money
- C. Number Stories
- D. Patterns
- E. Computation

#### Standards Referenced:

##### CCSS:

- 1.OA: Represent and solve problems involving addition and subtraction
- 1.OA: Understand and apply properties of operations and the relationship between addition and subtraction
- 1.OA: Add and subtract within twenty
- 1.OA: Work with addition and subtraction equations

#### Learning Targets Addressed: 1, 2, 3, 5

#### Key Unit Resources

- Everyday Math 4th Edition
- IXL

#### Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Whole group modeling: sorting and counting coins, making coin exchanges, using a number line/number grid</li><li>• Small group centers</li><li>• Independent practice</li><li>• Partner games</li><li>• Technology resources</li></ul>
Formative	Skills/ Reasoning	<ul style="list-style-type: none"><li>• Exit slips</li><li>• Teacher observations</li></ul>
Summative	Product	<ul style="list-style-type: none"><li>• Unit assessment</li><li>• Open response</li><li>• Cumulative assessment</li></ul>

**II. Numbers and Operations in Base Ten**

- A. Number Identification, Recognition, and Association
- B. Compare Numbers
- C. Place Value
- D. Fractions

**Standards Referenced:****CCSS:**

- 1.NBT: Extend the counting sequence
- 1.NBT: Understand place value
- 1.NBT: Use place value understanding and properties of operations to add and subtract

**Learning Targets Addressed: 1, 6****Key Unit Resources**

- Everyday Math 4th Edition
- IXL

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> <li>• Whole group modeling: ordering numbers, tally marks, sequencing, even/odd, greater than/less than, base ten blocks, dividing shapes into equal parts</li> <li>• Number line/number grid usage</li> <li>• Small group centers</li> <li>• Independent practice</li> <li>• Partner games</li> <li>• Technology resources</li> </ul>
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> <li>• Exit slips</li> <li>• Teacher observations</li> </ul>
Summative	Product	<ul style="list-style-type: none"> <li>• Unit assessment</li> <li>• Open response</li> <li>• Cumulative assessment</li> </ul>

**III. Measurement and Data**

- A. Time
- B. Measurement
- C. Probability
- D. Graphing

**Standards Referenced:****CCSS:**

- 1.MD: Measure lengths indirectly and by iterating length units.
- 1.MD: Tell and write time.
- 1.MD: Represent and interpret data

**Learning Targets Addressed: 3, 5, 6****Key Unit Resources**

- Everyday Math 4th Edition
- IXL

**Assessment Map:**

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Whole group modeling: showing time to the hour, half hour, measuring inches and centimeters, using tally charts and bar graphs</li><li>• Small group centers</li><li>• Independent practice</li><li>• Partner games</li><li>• Technology resources</li></ul>
Formative	Skills/ Reasoning	<ul style="list-style-type: none"><li>• Exit slips</li><li>• Teacher observations</li></ul>
Summative	Product	<ul style="list-style-type: none"><li>• Unit assessment</li><li>• Open response</li><li>• Cumulative assessment</li></ul>

#### IV. Geometry

- A. Three Dimensional Shapes
- B. Two Dimensional Polygons
- C. Symmetry
- D. Patterns

#### Standards Referenced:

##### CCSS:

1.G: Reason with shapes and their attributes.

#### Learning Target Addressed: 4

#### Key Unit Resources

- Everyday Math 4th Edition
- IXL

#### Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"><li>• Whole group modeling: identifying one dimensional polygons, two dimensional solids, using the line of symmetry</li><li>• Small group centers</li><li>• Independent practice</li><li>• Partner games</li><li>• Technology resources</li></ul>
Formative	Skills/ Reasoning	<ul style="list-style-type: none"><li>• Exit slips</li><li>• Teacher observations</li></ul>
Summative	Product	<ul style="list-style-type: none"><li>• Unit assessment</li><li>• Open response</li><li>• Cumulative assessment</li></ul>

