

| Suggested Number of Days | First Grade Math Scope and Sequence |
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| Ongoing TEKS | 1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace 1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution 1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems 1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate 1.1(E) create and use representations to organize, record, and communicate mathematical ideas 1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas 1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication |
| First Nine Weeks : August 13 - October 11 | |
| August 13 - August 30 14 days | Geometry (2D and 3D) 1.6(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language 1.6(A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language 1.6(C) create two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons 1.6(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible 1.6(E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language 1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape |
| Sept 3 - Sept 20 13 days | Representing Whole Numbers to 50 1.2(A) recognize instantly the quantity of structured arrangements 1.2(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120 1.2(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones |
| Sept 23 - Oct 11 15 days | Comparing Whole Numbers to 50 1.5(A) recite numbers forward and backward from any given number between 1 and 120 1.2(D) generate a number that is greater than or less than a given whole number up to 120 1.5(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120 1.2(E) use place value to compare whole numbers up to 120 using comparative language 1.2(G) represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$ 1.2(F) order whole numbers up to 120 using place value and open number lines |

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| Second Nine Weeks : October 14 - December 20 | |
| <p style="text-align: center;">Oct 14 - Nov 13 October Fall Break 18 days</p> | <p>Addition and Subtraction to 10 1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99 1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$ 1.3(C) compose 10 with two or more addends with and without concrete objects 1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences 1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 1.5(G) apply properties of operations to add and subtract two or three numbers 1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20 1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences 1.5(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set 1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) 1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation</p> |
| <p style="text-align: center;">Nov 14 - Nov 22 7 days</p> | <p>Representing Whole Numbers to 99 1.2(A) recognize instantly the quantity of structured arrangements 1.2(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120 1.2(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones</p> |
| <p style="text-align: center;">Dec 2 - Dec 10 7 days</p> | <p>Comparing Whole Numbers to 99 1.5(A) recite numbers forward and backward from any given number between 1 and 120 1.2(D) generate a number that is greater than or less than a given whole number up to 120 1.5(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120 1.2(E) use place value to compare whole numbers up to 120 using comparative language 1.2(G) represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$ 1.2(F) order whole numbers up to 120 using place value and open number lines</p> |
| <p style="text-align: center;">Dec 11 - Dec 20 7.5 days</p> | <p>Fractions 1.6(H) identify examples and non-examples of halves and fourths 1.6(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words</p> |

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| Third Nine Weeks : January 7- March 7 | |
| Jan 7 - Feb 5 21 days | <p>Addition and Subtraction to 20</p> <p>1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99</p> <p>1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$</p> <p>1.3(C) compose 10 with two or more addends with and without concrete objects</p> <p>1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences</p> <p>1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10</p> <p>1.5(G) apply properties of operations to add and subtract two or three numbers</p> <p>1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20</p> <p>1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences</p> <p>1.5(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set</p> <p>1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)</p> <p>1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation</p> |
| Feb 6 - Feb 26 13 days | <p>Representing Whole Numbers to 120</p> <p>1.2(A) recognize instantly the quantity of structured arrangements</p> <p>1.2(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120</p> <p>1.2(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones</p> |

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| Feb 27 - March 7 7 days | Time 1.7(E) tell time to the hour and half hour using analog and digital clocks |
| Fourth Nine Weeks : March 24 - May 22 | |
| March 10 - March 28 Spring Break 10 days | Comparing Whole Numbers to 120 1.5(A) recite numbers forward and backward from any given number between 1 and 120 1.2(D) generate a number that is greater than or less than a given whole number up to 120 1.5(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120 1.2(E) use place value to compare whole numbers up to 120 using comparative language 1.2(G) represent the comparison of two numbers to 100 using the symbols >, <, or = 1.2(F) order whole numbers up to 120 using place value and open number lines |
| March 31 - Apr 11 10 days | Data Analysis 1.8(A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts 1.8(B) use data to create picture and bar-type graphs 1.8(C) draw conclusions and generate and answer questions using information from picture and bar-type graphs |
| Apr 14 - Apr 25 8 days | Money 1.4(A) identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them 1.4(B) write a number with the cent symbol to describe the value of a coin 1.4(C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes |
| Apr 28 - May 9 10 days | Addition and Subtraction to 20 1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99 1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$ 1.3(C) compose 10 with two or more addends with and without concrete objects 1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences 1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10 1.5(G) apply properties of operations to add and subtract two or three numbers 1.3(F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20 1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences 1.5(B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set 1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s) 1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation |
| May 12 - May 22 8.5 days | Measurement 1.7(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other 1.7(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement 1.7(D) describe a length to the nearest whole unit using a number and a unit 1.7(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ |